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ABSTRACT

Four different approaches to the teaching of U.S. history--chronological, topical, interdisciplinary, and problems--are presented. The purpose is to help students in grade 11 learn about and appreciate the country's history, heritage, beliefs, and institutions. The first approach presented is chronological, is in outline form, and contains nine units about U.S. history from 1600 to the present. Each unit has a time line, a list of objectives, an outline of historical data, and a vocabulary list. The second approach is topical and consists of four major units: Development of Our National Heritage, Internal Crises and Turmoil, Industrial Development in the United States, and United States Foreign Policy. Lists of Objectives, vocabulary, and audiovisual aids are included. The third approach, interdisciplinary, consists of a bibliography which lists historical fiction novels to help students understand the U.S. development through reading literature. The bibliography is arranged to correspond to the units listed in the chronological approach. The problems approach briefly lists 12 current problems for research, including concerns about the Ku Klux Klan, ERA, draft registration, and government loans to corporations. The guide contains three appendices. The first lists 30 American history textbooks and related materials that are annotated and arranged alphabetically by publisher. The second and third appendices contain tests, informational handouts, and worksheets that can be used to accompany the chronological and topical approaches presented in the first part of the guide. (NE)

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UNITED STATES HISTORY CURRICULUM GUIDE

Grade 11

1980

Connecticut State Dept. of Education
Bureau of Vocational Program Planning and Development

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INTRODUCTION

In revising the United States History Curriculum Guide, we were faced with many problems, not the least of which is the built-in time constraint inherent in the General Education program. Also of concern was the problem of accommodating students and teachers of various backgrounds, teaching environments and teaching - learning approaches. We therefore have attemoted to create a curriculum guide as a total resource package encompassing varied approaches and ideas which hopefully will provide the instructor with a flexibility in determining approach and emphasis of the vast amount of material in the curriculum. In some instances we have had to be selective in content.

The basic objective of the United States History curriculum is to give the student a knowledge and appreciation of our countries history, heritage, beliefs and institutions. Not only should the student become familiar with our country's history, but they should develop a certain ability to interpret past events in the context of their time and perhaps more importantly to relate the past to present and future concerns. There are always two sides to the past and the present! A major responsibility of citizens in a democratic society is to be informed and possess an ability to make informed decisions based on a body of knowledge of past outcomes. To this end, a questioning citizenry becomes a more informed and knowledgeable citizenry.

We appreciate all the input, concern and direction provided to us by the Social Studies instructorsover the past few years. We hope that this curriculum guide and resource manual will generate more enthusiasim and ideas in the teaching - learning process in order to fulfill the needs of our students and instructors. Hopefully we have met our objective.

Social Studies Steering Committee

July, 1980

Bureau of Vocational Program Planning and Development
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OBJECTIVES

1. To understand the many factors that have led people to come to the U.S. in the past and in the present.
2. To understand the difficulties of life when the settlers arrived.
3. To understand the advantages the New World held in terms of location, climate, resources, and freedom.
4. To understand the various types of society that sprang up in terms of social institutions.
5. To learn some of the skills of working together democratically in groups in the classroom, school, and community.
6. To appreciate the fact that American culture is plural; that many groups and individuals and groups have contributed to it in the past.
7. To understand the effect of the frontier on United States history.
8. To help students understand and appreciate the nature of their own complicated culture and to see how important aspects of it developed.
9. To show how democracy, an outstanding characteristic of American life, first took hold and has continued to evolve.
10. To demonstrate how Americans have created an advanced technology.
11. To understand some of the problems that arose with the industrialization of our nation, including the power of wealthy individuals, the slums, the problems of employer-employee relations, and transporation difficulties.
12. To realize the importance of international relations throughout United States history.
13. To understand the struggle for a proper balance between freedom and responsibility.
14. To appreciate some of the creative activities of Americans in all periods of history-art, music, architecture, etc.
15. To see United States history as a part of world history, including world-wide movements to free slaves, to gain freedom, to promote social and economic justice.
16. To develop pride in our history and loyalty to our nation.
17. To develop background for and an interest in current events.
18. To gain skills in reading, writing, and thinking.
19. To show how we changed from a rural, agricultural country to a large, highly industrialized one in which most people live in urban areas.

20. To show that free, democratic people have the ability and the means to solve their own problems.

21. To inspire faith in the future, based on a knowledge of American achievements against great odds in the past.

22. To provide help in the development of critical thinking.

23. To understand the struggle for civil and equal rights in the United States and the beliefs working against this struggle.

24. To understand the flexibility of the American political system which allows for change.

Section I: Chronological Outline

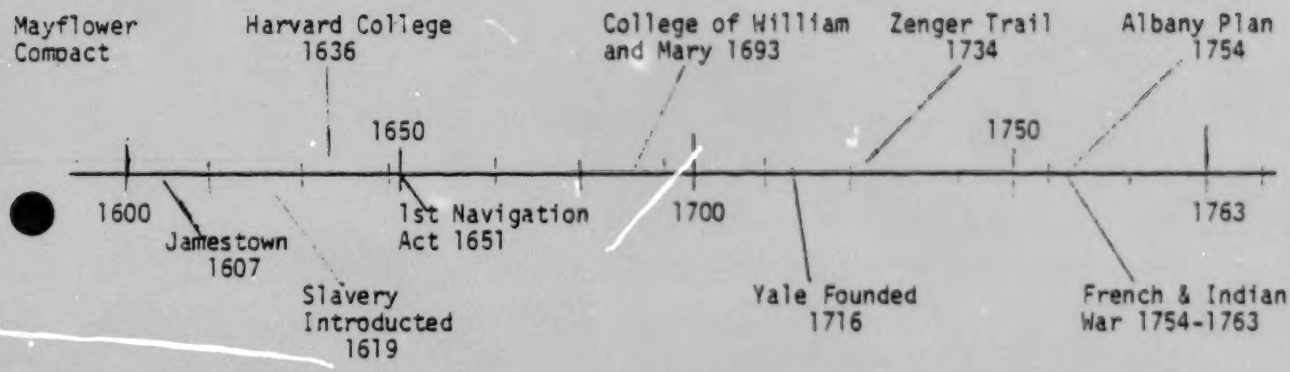
Unit I	The Colonial Period 1600-1763
Unit II	Revolutionary Era 1763-1789
Unit III	Era of Nationalism, The Beginnings of Sectionalism 1789-1828
Unit IV	Sectionalism and Westward Expansion 1828-1848
Unit V	The Inevitable Conflict: Slavery, Civil War and Reconstruction 1848-1876
Unit VI	American Develops: Industrialization, Politics, Protest, and Reform to 1900
Unit VII	The Progressive Era 1900-1920
Unit VIII	Return to "Normalcy" and Economic Collapse 1920-1941
Unit IX	World and Domestic Problems and Developments 1940 - Present

SECTION I

Chronological Outline

UNIT I

The Colonial Period
1600 - 1763



Objectives
The students should understand:

1. That world (European) events were significant to the discovery, exploration, and colonialization of the new world.
2. The importance of merchanilism as the fundamental motivation for colonization.
3. The motivations of those desiring to come to America.
4. That there were those whose voyage to America was forced.
5. That American ideas of representative self-government, rights of individuals, public education, racism, and others developed during the colonial period.
6. Although there were district sectional colonial development differences, there were some important common ties.
7. What the French and Indian War (1754-1763) marked a turning point in American colonial development, from "salutory neglect" to English attempts to re-assert authority and control (limit freedom).
8. The origins of American occupations and institutions.

I. Rise of the West: European Interest in the (New) World

Events in Europe which lead to the establishment/settlement of America

A. 1095 - First Crusade ---- increased trade, transporation, communication.

B. Opening up of the East - Portugal and Spain.

C. 1492 - emphasis on Atlantic exploration (search for a shorter water route to the east) - Spain becomes the supreme power in the west by 1550.

D. 1588 - England defeats the Spanish Armada. Turning point in world history.

E. Development of the Economic concept (idea) of Merchantilism.

1. Merchantilism

a. pre-capitalism
b. related to Nationalism
c. leads to the desire for empire (Imperialism)

2. The idea: Power was a function of wealth (gold/resources). Therefore, the Mother country would create colonies for the accumulation of wealth. Keys to the idea were:

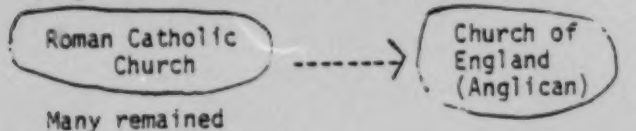
a. strong central government
b. subservient colonies to provide raw materials and markets

F. Religious Problems in Europe

1. Protestant Reformation - Martin Luther (late 1500's) - challenge to the strong central authority of the Roman Catholic church (related to the development of nation-states).

2. Religious/Political Problem spreads to England. (Henry VIII)

a. Henry splits from Roman church for personal/political reasons.
b. Created and required everyone to join the church of England (Anglican Church) - taxes involved and penalties

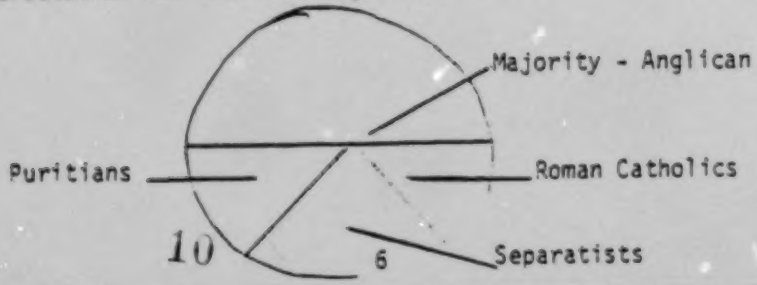


Many remained and were <u>persecuted</u>

Puritians - purify English church - anti-Roman

Separatists - distinct break with Roman and English churches

3. The creation of three religious minority groups led to mis-trust and persecution and eventual migration



G. Rivalry between England and France.

1. Power vacuum developed in Europe after the defeat of Spanish Armada.

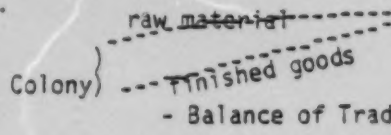
2. Heightened by religious differences.

3. Merchantilistic competition and race for colonies/wealth

NOTE: These are the major factors which spurn the exploration and development of the (New) World.

II. English Colonization

A. Joint stock company - corporation for profit - received a charter and land grant from King to set-up a colony to create a merchantile relationship.



- Balance of Trade +

NOTE: The Charter contained a provision that all settlers to the new world would retain their rights as Englishmen.

B. Jamestown, Virginia (1607) - 1st successful English settlement.

1. Success comes in 1616 --- 1st shipment of tobacco (cash drop) to England.

2. England keeps close watch on Virginia because of merchantile value.

3. Tobacco exports:

1616 --- 2500 lbs.
1617 --- 20,000 lbs.
1618 --- 50,000 lbs.
1619 --- Slavery

Increased demand
Increased importance
Need for cheap labor

NOTE: The roots of slavery/the American Civil War/All Civil Rights Problems in the U.S. are planted in the tobacco and later cotton fields of the South.

C. Plymouth, Massachusetts: The Pilgrims: 1620.

1. Mayflower Compact

2. Well educated class, did not fit in with early merchantilist scheme, however, they helped establish colonial claims.

3. England paid little attention.

D. Generally, England had internal political problems during the 1600's and could not devote much time (government wise) for most of the century. The New England area (Massachusetts: Rhode Island, and Connecticut) was especially neglected.

E. Review

Three Important Early Colonial Political Developments

1. Charters granted rights of Englishmen on settlers (representation in lawmaking).

2. Concept of self - government established.

   a. Mayflower Compact
   b. Fundamental Orders of Connecticut

3. Internal political conflict in England will lead to "salutary neglect" which allows for development away from England.

III. Development of Three Types of Colonies.

A. Corporative or Charter - document from King which granted limited sovereignty (own rule) but was loosely joined to England. ex. Mass., Conn., R.I.

B. Proprietary - owned by someone via a land grant from the King. Rule was loose.
ex. Penn., Maryland

C. Royal - structure of government controlled by the King who appointed a Governor who could over-rule local laws.
ex. Virginia and New York.

IV. 1600's: A Taste of Things To Come

A. Prior to 1660, colonies were growing independently (from England and each other!)

B. Between 1651-1663, new King (Charles I) wanted to re-assert England's Power. Parliament Passes the Navigation Acts.

C. Navigation Acts

1. Trade only carried in English ships
2. Trade only to England
3. Other provisions

D. Importance of the Navigation Acts

1. Shows policy of merchantilism
2. Attempts to re-assert English authority
3. Causes some concern in colonies

NOTE: England could not enforce the Acts (Charles executed, 1663) and revolutions continue internally. This internal strife is beneficial to the colonies.

V. Sectional Colonial Differences

A. New England Colonies - Conn., Mass., R.I., New Hampshire

1. Fishing, lumbering, shipbuilding, naval stores, and trading were economic mainstays.

2. Religious freedom existed, but not toleration - government and church were closely related.

3. Education was important (Harvard 1636).

4. Indentured servants formed a large laboring group.

5. Slavery existed after 1638 - but died out in the 1700's (never wide-spread).

B. Middle Atlantic Colonies - New York, New Jersey, Pennsylvania, Delaware

1. Agriculture and trading
2. More religious freedom
3. More indentured servitude and slavery

C. Southern Colonies - Virginia, Maryland, Georgia, Carolinas, N & S.

1. Tobacco farming carried out on large plantations to be efficient
2. Labor intensive: required cheap and large quantities of labor - coupled with the fact there was very little white immigration to the South, lead to
3. Labor system based on slavery and a very active slave trade.

D. Some similarities

1. Common language
2. Common heritage/background (English)
3. Common basic patterns of law
4. Common customs

VI. French and Indian War 1754-1763

NOTE: See maps in textbooks for areas claimed by all European countries.

A. Background

1. Defeat of Spain 1588 created a power vacuum --- England vs. France
2. Religious differences
3. Rivals for colonies (merchantile competition)
4. Four wars between 1689-1763, Europe, India, Canada, Ohio Valley

B. French in North America

1. Fur trade in Canada, Ohio Valley
2. Established early links with Indians
3. Weakness'

a. large area of claims
b. small, diverse population
c. fur trade makes for a less settled area

4. vs. British

a. British well established/closely settled
b. population 23:1

C. The 7 Year War 1754-1763

1. Started in Ohio Valley - land dispute (Washington)
2. Land speculators would lose money if colonial population could not expand west.
3. French used Indians against settlers

D. England wins the WAR

1. Treaty of Paris 1763 (See texts for maps of territorial settlements)

   a. France loses Canada
   b. France loses all land East of Mississippi
   c. France gave New Orleans and all lands west of Mississippi River to Spain (later returned)

2. England is unrivaled FOR World Leadership and Power (Industrial Revolution is beginning - 1750)

3. England could now devote more time on the colonies

E. Effect on the Colonies

1. Albany Plan - proposed by Ben Franklin 1754. Early attempt to unite colonies against Indian threat - <u>failed</u>. But it was an attempt.

2. War taught colonists how to fight, the <u>English Way</u>!

3. War showed the need for co-operation

4. "Americans" both "won" and "lost" the war!

   a. Won - got rid of French and Indian threat
   b. Lost - England wants to play a larger role in North America

VII. Trouble on the Rise

A. Merchantilism is re-asserted by England, especially in view of growing industrial revolution.

B. Since Merchantilism relies on strong central government control, England must pass and enforce laws to its economic benefit.

C. With wars with France over, England needed to pay for cost of wars and maintainence of troops in North America in order to insure control.

D. Colonists, however, now wanted more freedom - not less as a result of the part <u>they</u> played in the war.

E. England passes laws

1. Restrictions on manufacturing

   a. manufacturing incolonies controlled
   b. skilled English workers restricted from migrating

2. Restrictions on shipping (Navigation Acts)

a. trade only on English ships
b. no foreign imports unless carried on English ships (where they could be taxed)

3. Restrictions on Selling - certain "enumerated" goods could only be sold to England. ex. tobacco, cotton, sugar

4. Restrictions on Buying - all manufactured goods had to come from England, even foreign goods.

F. American reaction; side step the laws; smuggling

NOTE: 1763 Marks the beginning of the American Revolutionary Period. With Treaty of Paris, the settling of internal problems in England, the take-off Stage of the Industrial Revolution, and the consequent desire of England to reassert merchantile policy, the clash between the two becomes likely in view of the Colonists desire for more freedom or at least maintenance of freedoms enjoyed for the previous 100 years of neglect.

VIII. Colonial Development to 1763

A. Significant ideas developing

1. Growth of religious tolerance
2. Separation of church and state
3. Need and demand for public schools and education
4. Idea of Freedom of Press: Zenger vs. Royal Gov. of N.Y.
5. Colonial(State) Gov't was developing;

a. upper and lower houses in assemblies
b. written constitution (Fundamental Orders of Connecticut, 1639)

6. Belief in Local self-rule

B. Rise of an Independent, Free, Farming Class - nearly all farmers owned their own land.

C. Rise of a wealthy colonial merchant class who did not want English regulation.

D. The Development of a spirit of self-reliance and individualism especially during the war created a new pride and self assurance.

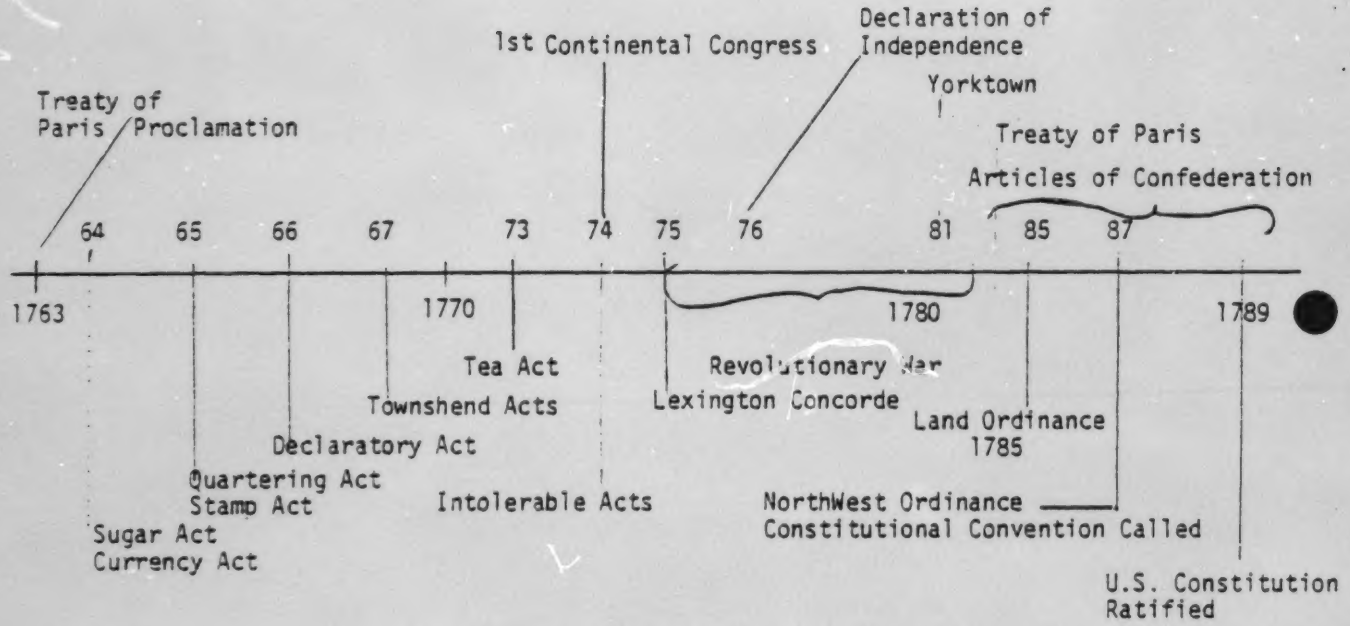
E. Slow, but continued growth of resentment over British merchantile colonial policies.

F. Some negative things:

1. Growth of democracy was slow - only certain classes of people could vote. i.e. white, male, over 21 who owned property.
2. Growth of slavery was creating a "nation within a nation"
3. Religious tolerance was applied usually only to Protestants.

UNIT II

Revolutionary Era
1763 - 1789



Objectives
The students should understand

1. The reasons behind Englands attempt to increase control of the colonies.
2. The reasons why some colonists rejected increased English control?
3. Some charateristics of political revolutions.
4. Why not all "Americans" supported the revolution and not all shared in its benefits.
5. The significance of the Declaration of Independence not only in the context of the American revolution, but for its universal themes of liberty and it theory of government.
6. The reasons behind the American victory.
7. Why the United States government under the Article of Confederation failed.
8. How the method of governing United States territories originated and why it was significant.
9. How and why the Consitution was written and the role of political and economic compromise at the convention.
10. The general principles of the Constitution, balance of power, separation of power, checks and balancies, and guaranteeing of rights.
11. That in the struggle for radification of the Constitution, the groundwork was laid for the development of political parties.

Vocabulary List
Unit I

Albany Plan
Anglican Church
assembly
balance-of-trade
bi-camerial
charter
colonial claims
corporation
Corporative Colony
customs
East
enumerated
Fundamental Orders of Connecticut
heritage
imperialism
indetured servants
individualism
Jamestown (1607)
Joint-Storck Company
labor intensive
land grant
land speculators
Mayflower Compact
merchantilism
Middle Atlantic
nationalism
Navigation Acts
New England
Parliament
Pilgrims plantation
Plymouth
power vacuum
Proprietary Colony
Puritans
re-assert
restrictions
Royal Colony
salutary neglect
sectional
self-reliance
separatists
smuggling
social class
Spanish Armada
tolerance
toleration
Treaty of Paris
West
Zenger Case

I. 1763 - 1773 England Faces Problems in America

A. Needs taxes to support military and pay debt from wars.

B. Problems in Canada - French

C. Problems remain over western lands

1. Indian revolt (Pontiac) in Ohio Valley, settlers demand more protection
2. Conflicting colonial claims on the land

D. Weak Leadership in England under George III (1760 - 1820) - surrounds himself with yes men whose job is to decide the future of North America from England!

Their solutions will create a revolution!

II. Problems and solutions according to Lord Grenville 1763 - 1765

A. Proclamation of 1763: closed off all land west of Appalachian Mountains to settlement. Put all land and fur trading under control of the Crown

1. Advantages:

a. reduced friction with Indians
b. no need for protection
c. settlements easier to control

2. Dis-advantages:

a. land speculators hurt
b. people expected to move West, that's why they fought the French and Indians.

B. Sugar Act of 1764: tax on all sugar and molasses coming into the colonies from the West Indies directly, i.e. not from British West Indies.

NOTE: There had previously been a duty which was very high and not enforced-smuggling was going on.

1. The New Act actually lowered the tax 50%, but now it would be enforced!

2. Hurt merchants, shippers, smugglers. (Colonial merchants, especially in New England begin to organize)

C. Currency Act of 1764: no colonial government could print paper money. All payments (for taxes) must be made in "hard money" (silver/gold) or goods (tobacco/cotton etc.) Business activity is hurt.

D. Quartering Act of 1765: British army could station troops in private homes. Colonists would now have to pay costs of troops, food and lodging.

NOTE: Third amendendment to Constitution now forbids this practice.

E. Stamp Act of 1765: required that a stamp be placed on all legal documents, newspaper and other printed materials.

NOTE: This tax was levied after giving the colonies 1 year to come up with their own ideas - <u>they failed</u>.

The people were outraged by this <u>direct tax</u>. The tax was not hidden in the price of a good.

III. Taxation Without Representation and Other Reactions

A. Reaction to Stamp Act

1. More people were affected - more people saw taxes directly.
2. October, 1765: Stamp Act Congress met in New York with delegates from 9 (of 13) colonies.

   a. asserted loyalty to King. (not revolutionary)
   b. vowed resistance to <u>all</u> taxes levied without consent of colonial legislatures.

3. Organization of a secret (radical) group - Sons of Liberty
4. Non-importation agreements (economic boycott): colonial merchants agreed not to buy English goods. (encourages local manufacture!!)
5. Massive popular resentment to the Stamp tax collectors, it became difficult to hire tax collectors.
6. Stamp Act was repealed in 1766, however, Parliament passed the DECLARATORY ACT of 1766: they declared they had the right to make decisions which were binding on the colonies. The Colonists ignored this statement.

B. Importance of Stamp Act and Declaratory Act

1. Issues unresolved (representation)
2. Colonial organization takes place
3. Popular resentment is stirred
4. Britain seemed to back off (only to try indirect/external taxes) the Grenville program failed.

IV. The Creation of a Rebellion or Solutions According to Townshend 1766-1770; The Plan: Indirect (hidden) external taxation

A. Townshend Acts of 1767 - indirect taxes on tea, lead, paint, glass, etc.

B. Writs of assistance were authorized by the government as general search warrants in order to enforce the Townshend Acts and stop smuggling.

C. Townshend guesses wrong - Americans want <u>no taxation</u> without consent.

D. <u>Reaction</u> sets in

1. Public outcry
2. Open violation of law
3. Colonial assemblies speak out
4. Economic boycotts begin
5. Violence results: "Boston Massacre"-March 5, 1770

V. Solutions According to Lord North 1770: England tries a new approach

A. Townshend Acts repealed and Quartering Act allowed to expire, <u>Except</u> for a token tax on Tea.

B. England now decides to treat lawbreakers to trials in England! (local control diminished)

C. England now decides to pay all judges and other royal officials salaries directly! (local control diminished)

D. Reaction - Formation of Committees of Correspondence: information network designed to inform people of events quickly.

VI. The Revolution Begins 1773: Reaction Leads to Reaction leads to Reaction.

A. Tea Act of 1773

1. Lowered the price of tea drastically (including tax) - in effect the East India Company was given a monopoly.
2. Reaction to cheap tea

   a. still a tax
   b. hurt independent merchants
   c. wiped out tea smugglers
   d. if a monopoly was created in tea, couldn't it be done in other areas?

B. Boston Tea Party (December, 1773)

C. "Intolerable Acts" of 1774

1. Closed the port of Boston
2. Self-government ended in Massachusetts
3. New Quartering Act
4. British officials accused of serious crimes would be tried in England or another colony.

D. Reaction: 1st Continental Congress September 5, 1774 in Philidelphia; twelve colonies represented (Georgia missed). Made a few resolutions and set another meeting for the Spring of 1775, if Intolerable Acts were not repealed.

E. Winter of 1774-75 - calm before the storm - organization went on

NOTE: On Revolution - Definition: A total change of conditions, radical social, political, or other type of change; major revolt. The basis of modern political revolution lies in an idea expressed by John Locke, that, "Government derives its authority from the consent of the governed".

Characteristics of political revolution

1. Responsibility for the revolution usually lies with the government in power.
2. One or more classes of people must be convinced that government is blocking their needs.
3. Revolution depends on careful planning by a small group of people, this group provides the leadership for revolution. Example: Committees of Correspondence, Sons of Liberty, Bolsheviks, etc.
4. All revolutionary groups use violence or the threat of it to gain their goals. "The End Justifies the Means"

5. In the early stages of revolution moderate demand for reform by moderate groups are rebuffed by government.
6. When the moderates are rebuffed the extremists take over the leadership of the revolution.

VII. The Shots Heard 'Round The World: The Experiment Begins

A. April 19, 1775, Lexington and Concord - the fighting begins

B. Second Continental Congress: May 10, 1775: a course of action?

1. Radicals vs. Conservatives

Samuel Adams (Mass.) John Dickenson (Pa.)
Patrick Henry (Vir.)

2. Conservatives and Moderates "win"

a. assured King they did not want independence - wanted reconciliation
b. appointed George Washington as Commander of a "Continental Army"

C. Independence or Not?

1. Spring, 1776 - most felt there was no war, just resisting unjust Acts of Parliament.
2. Who cared about independence anyway?

a. 1/3 - Tories: those who supported continued English control
b. 1/3 - Patriots: those who advocated self rule
c. 1/3 - were indifferent

Moderates

Patriots---------- ----------Tories
Radical Conservative

3. The Argument Against: Caution

a. British could provide order, law, and stability
b. failure was treason (one could hang)
c. rule by the mob was feared
d. merely resisting Acts of Parliament they could hope for action by Parliament for redress of problems

4. The Argument For (Tom Paine "Common Sense")

a. rights as Englishmen had been violated
b. people had already died in defense of rights
c. if you declare independence, you then become a prisoner of war instead of a rebel
d. patriots could confiscate property belonging to the crown
e. better chance of foreign aid in the war

D. Independence Declared on July 4, 1776 (Thomas Jefferson)

1. Preamble - reasons for separation - to win public support
2. Set forth a theory of Government (John Locke)
3. Formal declaration of war

NOTE: Revolutionary battles and military campaigns have been omitted from this outline. Use at your discretion in relating to outcomes such as the French decision to become involved after the Battle of Saratoga.

E. American Weakness

1. No centralized government
2. Small army
3. Lacked popular support
4. Weak government

F. British Problems

1. Geography
2. Ineffective military
3. Lack of control of seas
4. Problems in Europe
5. Internal opposition
6. Outside help for Americans (France et al)

G. British surrender at Yorktown - October 19, 1781

H. Treaty of Paris: 1783

1. England recognized independence
2. Set boundries
3. Fishing rights granted off Newfoundland
4. Reimbursement for property seized from supporters of England (Tories)

VIII. The Revolution Is Over - Now What?

A. Former colonies create new governments

1. State consitutions are written
2. "Government of Law" idea
3. Separation of power/limiting power
4. Granting more democracy

   a. separation of church and state
   b. more humane treatment of criminals
   c. some abolished slavery (Mass. 1780)

5. Growth of democracy was slow

   a. property qualifications for voting and office holding
   b. some religious restrictions
   c. slavery continued to exist
   d. only white males allowed in government

B. Articles of Confederation

1. Weak government
2. Adopted 1781

3. Achievements

a. Land Ordinance of1785 - solved ownership questions of western land, set up a survey to create the orderly sale of land. (income for government)
b. Northwest Ordinance - 1787

1. provided government for territories
2. set up rules for state entry
3. provided land for public education
4. forbid slavery from territories

4. Problems

a. states reserved too much power
b. no executive with power to enforce laws
c. large and small states had equal say
d. laws hard to pass
e. no power to regulate finances
f. no power to regulate inter-state trade
g. no power to regulate foreign trade
h. could not enforce treaties
i. no military power
j. people were angry over economic problems - Shay's Rebellion (Mass.)

IX. Constitutional Convention - 1787 - 1789

A. Grew out of meeting in Annapolis, Maryland in 1786 on trade regulation - call for a meeting in 1787 to "revise the Articles"

B. The Articles are scrapped

C. Areas of Agreement

1. New (stronger) government needed
2. Must be separation of power and checks and balances
3. Property rights had to be protected
4. Government must have the power to tax, raise an army and regulate commerce

D. Compromises

1. Great Compromise - 2 House Congress
2. 3/5th Compromise - 3/5 of slaves would be counted for apportionment ex. 100,000 slaves = 60,000 men
3. Comerce Compromises

a. Congress has power to tax imports, not exports
b. Congress could not tax slave trade until 1810, then only a $10.00 tax maximum

E. Fight for Ratification: The Start of Political Parties

1. For: The Federalists (Federalist Papers)
2. Anti: The Anti-Federalists (Later Republicans)

a. limit <u>States Rights</u>

b. no expansion of democracy (voting qualifications left to states
c. No Bill Of Rights - (Passed in 1790 - 1st 10 Amendments)

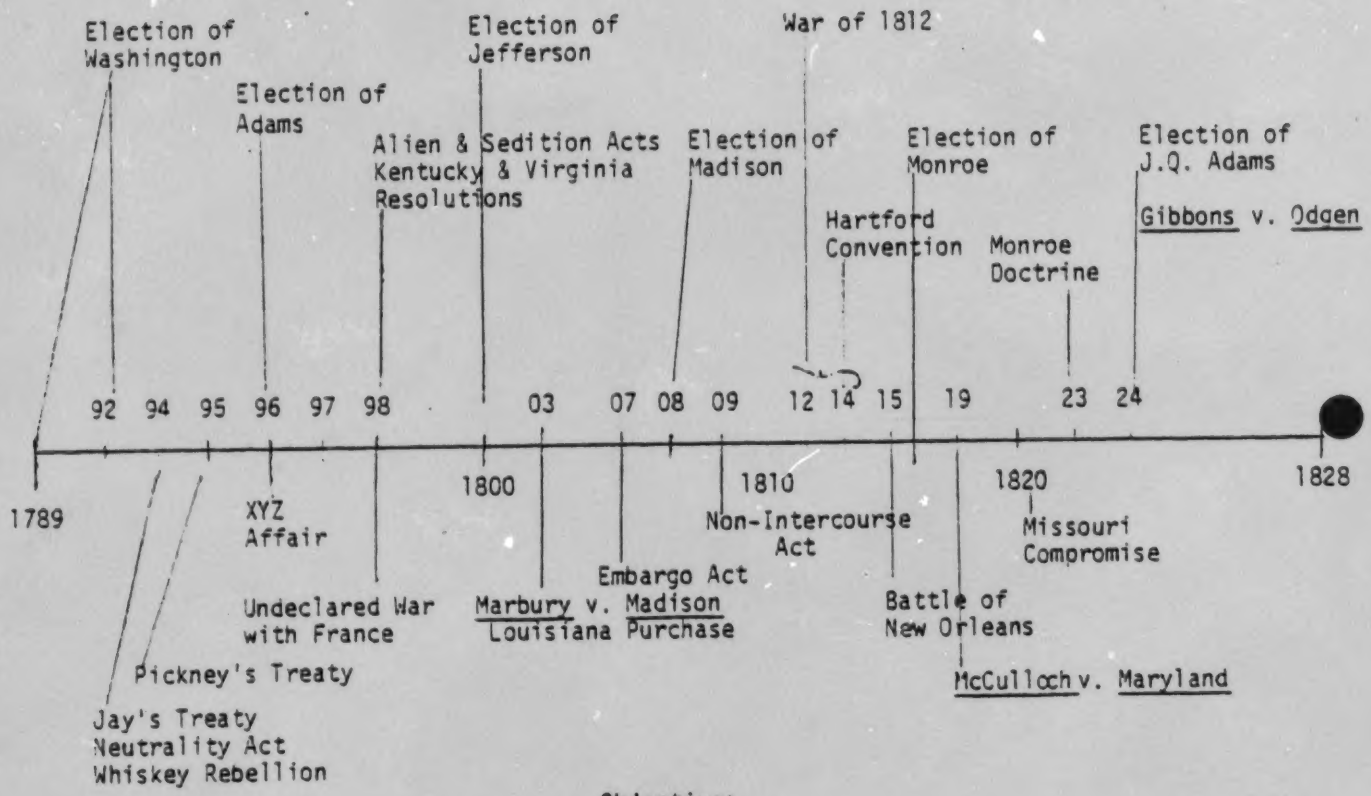
F. Constitution Ratified 1789

Vocabulary List
Unit II

anarchy
apportionment
Articles of Confederation
Bill of Rights
Boston Massacre
Boston Tea Party
centralized control
checks and balances
civil war
commerce compromises
Committees of Correspondence
"Common Sense"
Concorde
confederal
confiscation
consent
Continental Army
Contract theory of government
creditors
Currency Act of 1764
debt
debtors
Declaratory Act 1766
direct tax
East India Company
economic boycott
excise tax
Federal
Federalists
"Federalist Papers"
First Continental Congress (1774)
fundamental
George Washington
Great Compromise
hard money
home rule
indirect tax
inter-state
Intolerable Acts (1774)
John Locke
Land Ordinance (1785)
land speculators
Lexington
local control
Lord Grenville
Lord North
majority
militia
minority
minutemen
non-importation agreements
Northwest Ordinance (1787)
ordinance
patriots
policy
preamble
Prime Minister
Proclamation of 1763
propaganda
Quartering Act (1765)
radical
ratification
reaction
reconciliation
resistance
revolution
Second Continental Congress
separation of power
Shay's Rebellion
Sons of Liberty
sovereignity
stability
Stamp Act (1765)
Stamp Act Congress
States Rights
Sugar Act (1764)
Tea Act (1773)
Thomas Jefferson
Thomas Paine
Three-fifths Compromise
Tories
Townshend Acts (1767)
treason
Treaty of Paris (1783)
West Indies
Writs of Assistance
Yorktown

Unit III

Era of Nationalism, The Beginnings of Sectionalism
1789-1828



Objectives

The student should understand

1. That attempts to solve our nations earliest problems led to the creation of political parties.
2. The differences between the Federalist and Republican parties in our early period.
3. The significance of the loose vs. strict consturctionist arguments in interpreting the U.S. Constitution as the basis for the beliefs in State Rights vs. a strong national government.
4. The implications of the Kentucky and Virginia resolutions with their idea of nullification which later levels to secession.
5. The meaning of Jefferson democracy.
6. The importance of the Supreme Court as the arbiter of legal issues.
7. That while earnest attempts were made by leaders to avoid war, internal political pressures are sometimes too strong.
8. Why a feeling of unity and nationalism come into being.
9. The relationship between westward expansion and the development of sectionalism.
10. The issues which led to a growing sectionalism.

I. The Nation Begins: The Washington Years, Early Problems

A. Basic Problems must be solved

1. No courts
2. No governmental organization
3. No system of financing war debt

B. Judiciary Act 1789: established the Federal Court System

C. "Cabinet" is created: government gets organized

1. State - Thomas Jefferson
2. Treasury - Alexandar Hamilton
3. War
4. Attorney General
5. Post Office

D. The solution to the debt problem will be proposed by Hamilton, it will lead to the creation of political parties.

II. Money Problems: Hamilton's Solution and the creation of the Federalist Party

A. The Problem(s)

1. Where would tax revenue come from i.e. who pays
2. Where to get gold/silver (hard) money or paper money and how to establish and regulate a uniform money system
3. How does the U.S. establish its credit rating in order to do business in the world market

B. Solutions according to Hamilton

1. Federal government to pay off <u>all debts in full</u> to citizens and foreign creditors.

   NOTE: Payment would favor <u>speculators</u> who bought paper at discounted prices from soldiers and farmers who needed payment earlier.

2. Federal government to assume state debts from Revolutionary War.

   NOTE: Some states had already paid off (mostly Southern) and it would be unfair to them - compromise? Move capitol from N.Y. to the "District of Columbia" (border of Maryland/Virginia)

3. Federal funds be raised by taxes on imports (tariffs) and by excise tax on whiskey.

   NOTE: Helped businessmen in North who wanted to manufacture. Hurt people who bought imported goods Hurt Western farmers who marketed surplus grains through whiskey sales (transportation problem).

4. A private, "National Bank", supported by the government be set up.

   a. central "National" bank with branches in major cities.
   b. will replace state banks rights to issue currency therefore creating a uniform national money system and will act as a store for gold/silver (hard money) to back up paper.

c. sell 25,000 shares @ $400.00 each. Government controls 1/5, others are private.

NOTE: Some believed Hamilton's ideas were un-constitutional, government had no right to do this. Also, the concept of "hard" money would hurt farmers and debtors who favored "cheap money"

C. The people who support Hamilton's ideas are called Federalists: believing that a strong central government was necessary to act on problems.

III. The Opposition: Thomas Jefferson and the start of political opposition

A. Opposition to the Bank creates a movement in U.S. arguments:

1. Money controlled by the rich
2. National Bank would be unfair competition for State Banks because government would deposit its money there.
3. Un-constitutional said the strict constructionists of Constitution.

NOTE: The National Bank was established in 1791 because Washington (balancer) favors the idea. Also the implied powers clause, the "elastic clause", was used by the loose constructionists of the Constitution.

B. Opposition to the Tariff

1. Two types of tariffs

a. revenue
b. protective

2. Hamilton wanted a high protective tariff to protect and encourage American manufacturing interests and bring them closer to the government.
3. High tariff would force people to either pay high prices for foreign goods or buy inferior quality American goods (South is especially hurt in balance of trade with England).

C. Excise tax: purpose, impress frontiermen power of government. Whiskey Rebellion results.

IV. Results of Hamilton's program

A. Financial ideas were a success and generally ahead of their time (Federal Reserve system 1914)

B. Will create a climate (business) for the launching of the "Second American Revolution" (Industrial Revolution)

C. Will benefit some groups and sections of the country more then others. Will create the Roots of Sectionalism.

D. Will push the creation of a two party political system in the United States: Federalists vs. anti-Federalists

V. The Government adopts a Foreign Policy: Foreign Affairs and American Politics

A. French Revolution (1789) and a subsequent war between England and France caught America in the middle. Many Americans took sides.

B. Neutrality Act 1794: forbid American citizens to participate in the conflict.

C. Jay's Treaty (1794) with England

1. Unresolved issues from Teaty of Paris

a. England still maintained forts in Northwest territory.
b. belief they were supplying Indians

2. England was violating neutral shipping rights
3. Impressment of American sailors
4. Other Issues
5. Results

a. favorable to England
b. prevented war
c. created internal political problems between Federalists and opponents

D. Pickney's Treaty (1795) with Spain

1. Defined boundaries
2. Right to navigate Mississippi
3. Free deposit at port of New Orleans
4. Benefical to Western Farmers

E. As Washington leaves office 1795-1796 he warns against "Foreign entanglements". (forerunner idea of U.S. isolationism)

VI. A Two Party Political System Emerges: Federalists vs. anti-Federalists (Republicans)

A. Federalist Party

1. Lead by Hamilton
2. Included the wealthy from New England, Mid-Atlantic Seaboard, and other wealthy persons
3. Had little or no faith in the ability of the common person
4. Believed in strong central government (strong Constitution/Federal government)
5. Were generally loose Constructionists of the Constitution (when in power)

B. Republican Party

1. Lead by Jefferson
2. Supported mainly by small farmers, wage earners, property owners, some rich of course!
3. Believed in the ideals of Declaration of Independence: the ability of common people to govern themselves.

4. Believed in weak central government "the government that governs least, governs best".
5. Were strict Constructionists (when out of power)

C. By 1794, most voters were taking sides, Washington tried to be neutral, but generally favored the Federalist position.

VII. Election of 1796

A.

Federalist	vs.	Republicans
John Adams		Thomas Jefferson
Thomas Pickney		Aaron Burr

B. Electors choose one from each party first and only time ever in American history.

VIII. The Federalists in Power 1796-1800

A. XYZ Affair - anti-French (undeclared war with France 1798-1800)

B. Alien and Sedition Acts: purpose, to end criticism of Federalist party and make it more difficult to become an American citizen. Terms,

1. Aliens must live in U.S. for 14 years before qualifying. (previously 5 years)
2. Aliens considered "dangerous" could be deported
3. Heavy fines and jail sentences for those who opposed the laws of the government and for writing "false or malicious" items about the President or Congress.

C. Reaction: Growth of Republican Party and the writing of the Kentucky and Virginia Resolutions: any state had a right to declare a law null and void (unconstitutional): The idea of nullification and later secession flow from these writings.

IX. "The Revolution of 1800" - Thomas Jefferson as President: The Republicans take over, but Federalist ideas stay on.

A. Election of 1800

1.

Federalists	vs.	Republicans
John Adams		Thomas Jefferson
Charles Pickney		Aaron Burr

2. Republicans win both the Presidency and the Congress

B. Mid-night Appointments - attempt by Federalists to maintain control over courts (Judiciary Act 1801) results in a famous court case Marbury vs. Madison 1803 which establishesthe principle of Judicial Review, that only the Supreme Court (or Federal Appeals Courts) could declare a law or act of the government unconsitutional.

C. Repealed Federalist Laws

1. Judiciary Act 1801

2. ut defense spending
3. Allowed Alien and Sedition Acts to expire
4. Repealed excise tax on whiskey
5. Cut all government spending
6. Replaced Federalist office holders with Republicans (spoils system)

Kept some Federalist Programs

1. Repayment of national debt
2. National Bank - (20 yr. charter)

Expanded the Power of the Government

1. The attack on the Barbary Pirates
2. The Louisiana Purchase (1803): doubles the size of the U.S. for $15 million. (Lewis and Clark expedition)

Jefferson wins re-election - 1804

reign Policy -1800 - War of 1812

. War in Europe 1793-1814, in connection with the French Revolution (1789) and the wars of Napoleon Bonaparte.

1. Between France and England
2. American commerce profited by selling to both sides
3. American manufacture grew
4. Both England and France tried to restrict U.S. trade to each other

   a. denial of freedom of seas
   b. violations of neutral rights
   c. loss of income
   d. impressment of sailors (England)

3. American Reaction

1. Jefferson: Embargo Act 1807, forbid all trade! Failed

NOTE: James Madison (Republican) elected President in 1808.

C. Non-Intercourse Act 1809: no trade with England or France - Failed

D. Macon's Bill #2, 1810: urged both England and France to withdraw restrictions against U.S. trade. If either side does so, we will not trade with the other side.

E. France complies, we restrict trade to England, England complies (1812), but too late, other internal domestic pressure had resulted in a declaration of war on England.

War of 1812

A. Reasons for U.S. involvement

1. Desire to obtain more land (Canada - Florida)
2. National Pride - stirring nationalism
3. Indian troubles on the border (West) blamed on England by War Hawks

a. John Calhoun (S. Carolina)
b. Henry Clay (Kentucky)

4. English violation of neutral rights, and breaking of treaties
5. Lack of communication

B. Teaty of Ghent 1814, ended the war: no change

C. Significant results of the war

1. Lead to an increasing Nationalism (Era of Good Feeling)
2. Encouraged the growth of American industry
3. Lead to an end of the Federalist Party
4. Final English recognition of the U.S. as an independent power
5. Started a period of Isolationism in which America worked on internal development.
6. Stirrings of Sectionalism (Hartford Convention 1814)

XII. "Era of Good Feelings"

A. A one Party Political System (1816-1824), the Federalist party dies as a result of "disloyality" shown in the Hartford Convention (1814)

B. Country devotes itself to internal development problems

1. Second Bank of U.S. re-chartered
2. Protective Tariff of 1816
3. Plans to build internal improvements
4. Industrial development
5. Westward expansion

C. John Marshall, The Supreme Court and Nationalism (1801-1824)

1. Marbury vs. Madison (1803): court has the power to declare laws unconstitutional; judicial review
2. McCulloch vs. Maryland (1819): principle of Federal supremacy over state law, "the power to tax involves the power to destroy."
3. Gibbons vs. Ogden (1824): only congress can regulate interstate commerce

D. Foreign Policy (1815-1823)

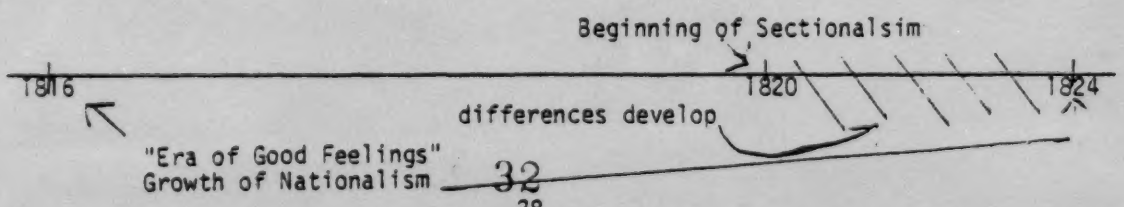
1. With England

a. demilitarization of the Great Lakes (1817)
b. settled border disputes vs. Canada (1818)

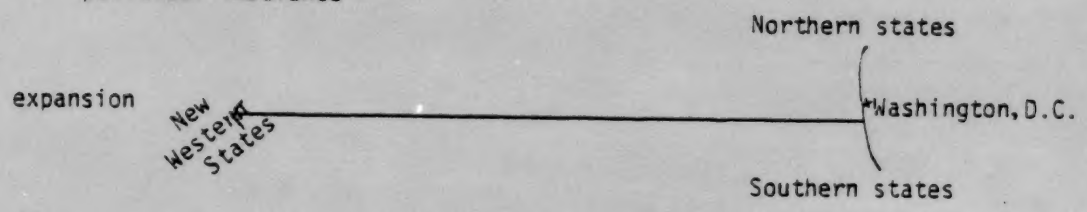
2. With Spain - Adams - Onis Treaty 1819 - Spain gave us Florida, we gave up claims to Texas.

3. Monroe Doctrine 1823: Foundation of American Foreign Policy

XIII. The End of An "ERA" - The Beginning of Sectionalism



A. Westward expansion creates new states and threfore the possibility of political imbalance



B. Sectional development differences

1. North (east): industrial, commerce, trade, small farming, free labor

2. South: large scale cash crop farming, cotton, tobacco, sugar, very little industry, slave labor

3. West: small independent farmers, traders, shippers

C. What is sectionalism?

Feeling that leads people to favor the interests of their state or section (of states) over the interests of the nation as a whole.

D. What were the issues?

NOTE: There were initially five (5) major issues, later there will be more, especially the issue of slavery in the west.

	North	West	South
1. Protective tariffs	For	Maybe	Against
2. Bank of U.S.	For	Against	Against
3. Westward expansion	Against	For	For
4. Immigration	For	For	Against
5. Internal improvements	For	For	Against

E. Sectionalism and the Missouri Compromise of 1820: The growing issue of slavery.

1. South wanted slavery extended into the territories, North did not
2. South was afraid of losing all political power in the Senate (had already lost it in the House)
3. By 1818, there were eleven (11) free states and eleven (11) slave states
4. Missouri wanted admission to the U.S.

   a. North wanted admission with an anti-slavery constitution
   b. South wanted slavery allowed

5. Henry Clay ("The Great Compromiser") and the Compromise

   a. Missouri admitted as a slave state
   b. Maine admitted as a free state
   c. 36° 30' parallel to become the new dividing line

F. The Election of 1824 and the re-birth of the two-party system

1. "Era of Good Feelings" through one party unity ends

2. Four Republican candidates

   a. John Quincy Adams - Northeast
   b. William H. Crawford - South
   c. Andrew Jackson - Frontier/West
   d. Henry Clay - West/Nationalist (American Plan)

3. Outcome - no electoral majority

   a. election goes to House of Representatives
   b. Clay allies with Adams (becomes Secretary of State)
   c. Jackson charges "corrupt bargin"

4. Significance of Election - Split in the Republican Party

   a. Federalists ↓ 1814 vs. Anti-Federalists → Republicans ↓ 1824 → National Republicans Adams/Clay ↓ WHIGS; Democratic Republicans Jackson ↓ Democratic Party

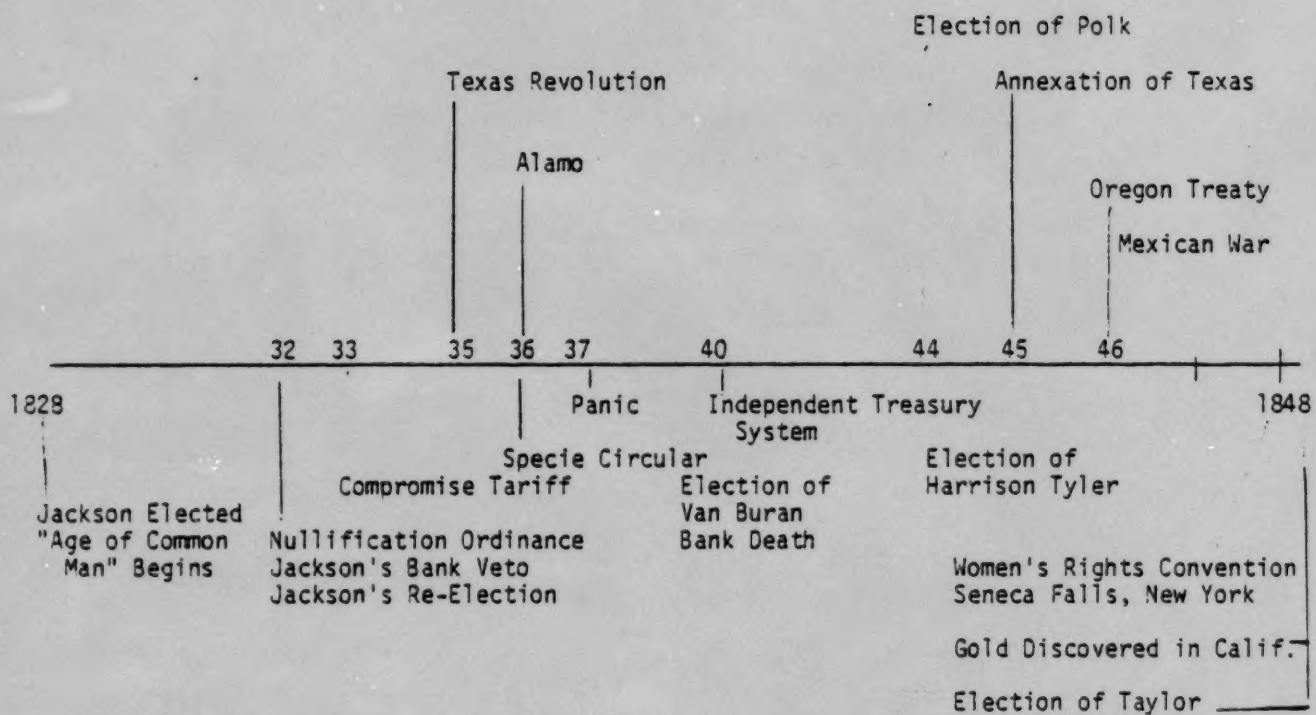
   b. Jackson will create his own party for the Election of 1828, he will start the "Age of the Common Man" with his "Jacksonian Democracy"

Vocabulary List
Unit III

Adams-Onis Treaty (1819)
alien
Alexander Hamilton
Alien and Sedition Acts
"American System"
Andrew Jackson
balancer
blockade
Barbary Pirates
Battle of New Orleans
cabinet
cash crop
census
"corrupt bargin"
Democratic Republicans
deserter
discounted
District of Columbia
domestic
elastic clause
electors
Embargo Act (1807)
Era of Good Feeling
Federalist
foreign entanglements
George Washington
Gibbons vs. Ogden (1824)
hard money
Hartford Convention (1814)
Henry Clay
implied powers
imports
impressment
internal improvements
isolationism
James Madison
James Monroe
Jay's Treaty
John Adams
John C. Calhoun
John Marshall
judicial reviews
Judiciary Act (1789)
Kentucky and Virginia Resolutions
Lewis and Clark expedition
loose constructionist
Louisiana Purchase
Macon's Bill #2 (1810)
Marbury vs. Madison (1803)
McCulloch vs. Maryland (1819)
mid-night appointments
mid-night judges
Missouri Compromise
Monroe Doctrine (1823)
National Bank
National Republicans
nationalism
naturalization
neutral rights
Neutrality Act (1794)
Non-Intercourse Act (1809)
nullification
Pickney's Treaty
political imbalance
protective tariff
Republicans
revenue tariff
right of free deposit
secession
Sectionalism
specie
strict constructionism
tariffs
Thomas Jefferson
Treaty of Ghent
Undeclared war with France (1798-1800)
uniform currency
War Hawks
westward expansion
Whiskey Rebellion
XYZ Affair

Unit IV

Sectionalism and Westward Expansion
1828-1848



Objectives

The students should understand:

1. The reasons for and issues involved in the development of sectionalism in the U.S..
2. The nature and extent of the growth of democracy during the Jacksonian Era.
3. That although democratic rights were extended to some, they were also still denied to many.
4. The importance of the Nullification controversy as laying the ground work for the Civil War concept of secession and States Rights.
5. The economic concept of "hard vs. soft" money and its impact on various groups in the society.
6. That "manifest destiny" was imperialism.
7. The sectional political questions and problems involved in westward expansion.
8. That the Mexican War was a result of "manifest destiny".
9. Why not all Americans supported the Mexican-American War and their reasons for opposition.

I. Sectionalism to 1828

A. Some evidence

1. Constitutional Compromises (1787)
2. Northwest Ordinance (1787) - Anti-Slavery in territories
3. Hartford Convention (1814)
4. Missouri Compromise (1820)
5. Election 1824: four sectional candidates
6. Split in republican party as a result of the Election of 1824

B. The issues

1. Protective tariffs
2. Strong vs. Weak federal government
3. Immigration
4. Westward Expansion
5. Internal improvements
6. Strong vs. Weak Central Bank
7. "Hard" vs. "Soft" Money
8. Westward expansion of slavery
9. Slavery
10. Cheap Land

C. The definition: Loyality to a section (or state) as opposed to loyalty to the whole nation.

II. Andrew Jackson: "Jacksonian Democracy" and "The Age of the Common Man"

A. Election of 1828

1. Andrew Jackson vs. John Quincy Adams

Democratic-Republican		National-Republican	--- Becomes The WHIG Party

2. Why the victory for Jackson?

a. right to vote had been given to most white adult males
b. political power (power to make decisions) was more evenly divided between the wealthy and the "average" (common) man.
c. Jackson was a self made man and a War Hero! (Battle of New Orleans, etc.)
d. West was gaining more power and had to be reconked with (balance of power - N. vs. S. vs. W.)
e. Jackson's supporters included:

1. Western farmers: Jacksons was an Indian fighter; and anti-national bank
2. Southern planters - felt he would protect their "peculiar institution" (Jackson owned slaves)
3. Small businessmen and workers: Jackson was anti-monopoly, and was a common man who made it.

B. Jacksonian Democracy (1829-1837)

1. Expansion of voting rights, end of property/religious qualifications for voting and office holding.

2. Introduction of party (open) nominating conventions
3. Expansion of the role of "common" people running the government, the spoils system.
4. Humanitarian (reform) movement took root in help for the blind, abolition movement womens rights, education etc.
5. He gave the office of the Presidency new meaning, power, and stature.

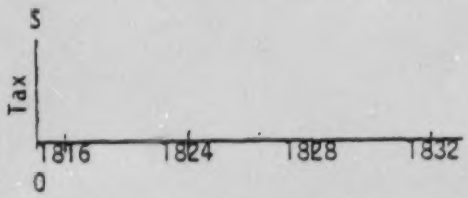
III. "A Prelude to Civil War": Jackson, the Tariff, and the Nullification Controversy of 1832.

A. The issue - high protective tariffs to protect northern industry which provides the income for internal improvements.

NOTE:

	1816 Tariff For	1816 Tariff Against	1828 Tariff For	1828 Tariff Against
New England	17	10	16	23
Mid-Atlantic & N. West	52	6	85	7
South & SW	19	38	4	63

Tariff Rates



B. Tariff of 1828 ("The Tariff of Abominations") and "The South Carolina Exposition and Protest"

1. Congress passes an extremely high tariff in 1828, it increases the tariff of 1824 which was designed to keep English textiles out.
2. South Carolina Exposition and Protest

   a. secrectly authored by John C. Calhoun (Jackson's Vice President)
   b. ideas (theory of nullification)

      1. states created federal government
      2. states could declare a federal law null and void if they felt it was illegal
      3. states had a right to secede as a last resort

3. The National Debate

   a. Webster - "Liberty and Union, now and forever, one and inseparable"
   b. Jackson - "Our Federal Union - It must be preserved"
   c. Calhoun - "The Union - next to our liberty most dear. May we all remember that it can only be preserved by respecting the rights of the states, and by distributing equally the benefits and the burdens of the union." (States Rights)

C. Tariff of 1832 and the South Carolina Nullification Convention

1. South Carolina declared the Tariff of 1832 and 1828 null and void within the state.
2. Threatened to secede if Jackson used force against South Carolina.
3. Jackson has congress pass a "Force Bill" which gave him the power to use troops to enforce the tariff laws.
4. Henry Clay and the Compromise Tariff of 1833: lowered the tariff rates over a ten year period.
5. South Carolina repealed the ordinances against the tariffs, but nullified the "Force Bill".
6. Compromise had kept the country together (again). But, what about next time?

IV. Jackson vs. The Bank of the United States and the Creation of a Depression

A. Hard vs. Soft Money

1. Businessmen favored hard money, credit is tight, value stays constant.
2. Farmers wanted soft money, that is "cheap money", inflated money.
3. Becomes a sectional issue

B. Jackson's view of the bank

1. Controlled by the wealthy (East); benefited the few
2. It engaged in questionable political activities (loans to WHIG Congressmen).
3. Disliked its president - Nicholas Biddle
4. Believed it was unconstitutional, contrary to McCulloch vs. Maryland (1819)
5. His supporters were against it because it could regulate credit and therefore the value of money.

C. The Destruction

1. Vetoed the bill to renew the charter in 1832 (charter due to expire in 1836).
2. Withdrew federal funds in 1836 and put them into "pet" (state) banks which then issued notes (paper money) against reserves.
3. Cheap money led to loans and speculation, not backed up by specie (gold or silver), in western land.
4. Government land was being bought with worthless paper, Jackson issues Specie Circular, that all payments for government land must be in silver or gold.
5. Panic of 1837, Depression of 1837
6. Jackson's successor Martin Van Burean (1837-1841) gets the blame for economic decline and serves for only one term. ("Van, Van, is a used up man.")
7. Election of 1840 and a WHIG victory William Henry Harrison and John Tyler ("Tippicanoe and Tyler Too")

V. WHIGS vs. Democrates - 1824-1840

Federalists vs. Republicans

Republicans

National Republicans → WHIGS

Democratic Republicans → Democrats

1. high, protective tariff
2. hard money
3. federal authority
4. divided on slavery northern and southern wings

1. pro low tariff for revenue purposes
2. "cheap money"
3. states rights
4. westward expansion of slavery

VI. Westward Expansion and Manifest Destiny (1800-1850)

A. Shifting frontier/growth of the West

1. Appalacian Mountains: Proclamation line of 1763
2. Revolution, Treaty of Paris: Mississippi River/Northwest Territories
3. Louisiana Purchase: Lewis and Clark Expedition
4. Buying of Florida (1819)
5. West becomes politically important (Elections of 1824-1828)
6. Continued exploration and migration west
7. Problem of conflicting claims

B. Manifest Destiny: The right (God Given) of the American people to acquire all territory across the continent. Spread culture, ideas, democracy.

C. The Texas Question

1. Settlement begins 1821, Moses Austin receives first land grant

   a. encouraged by Mexican government
   b. allowed to bring slaves
   c. 1830 - 20,000 Americans in Mexico
   d. encouragement turns to alarm, immigration and slavery ordered to end

2. Texas Revolution (1835-1836)

   a. Battle of San Jacinto ends the war
   b. surrender treaty grants independence and sets boundry at Rio Grande: Mexico refused later to accept the terms.
   c. Lone Star Republic is established

3. To Annex or not to Annex?

   a. <u>Yes</u>

      1. Southerners saw a slave (or several) state(s)
      2. Expansionists (pro Manifest Destiny) - just to add territory

b. No

1. upset balance of power in congress
2. anti-expansion of slavery
3. might provoke war with Mexico

c. for political reason, the debate delayed annexation until after the election of 1844

D. The Election of 1844: The Victory of Expansionism

1. Democrats vs. WHIGS vs. Liberty Party (Northern Abolitionists)

James K. Polk Henry Clay James G. Birney

2. Reasons for Polk's victory (platform)

a. expansionism to the coast
b. annexing Texas
c. annexing Oregon (54^{o}-40' or Fight)

3. Vote was generally sectional
4. Texas annexed in 1845

E. Polk and Westward Expansion

1. Oregon Question

a. joint occupancy with England 1818
b. growth of fur trade (Astor)
c. trading companies promoted settlement
d. explores and mountainmen found overland routes (Oregon trail)
e. land fever created desire to move West to Oregon

2. "54^{o}-40' or Fight": a conflict of claims

a. possibility of war with England
b. compromise; extension of the Treaty Line of 1818, the 49th parallel (June, 1846)

3. Mormons and Utah: persecution and westward settlement
4. California and New Mexico

a. Santa Fe Trail had opened up the Southwest
b. explorers, miners, farmers, and traders were starting to move in
c. Polk wants to buy, Mexico does not want to sell

VII. Manifest Destiny Leads to War

A. Slidell mission (1845): Buy California and New Mexico for $40 million; Mexico snubs

B. Polk reacts: Orders Zachary Taylor to move troops into disputed territory

C. Mexican soldiers engaged the America army on disputed territory; blood is spilled.

D. War Message (May 11, 1846)

1. Mexico snubed Slidell
2. Mexico refused to recognize the Rio Grande boundry
3. Mexico would not pay $2 million American (Texan) claims
4. Mexico committed a Hostile Act on American soil

E. The war was a sectional one

1. For: Those who believed Mexico had "attacked" to start the war

   a. Expansionists
   b. South

2. Against - those who believed polls provoked the war

   a. New England WHIGS and anti-slavery groups
   b. Northern WHIGS in general (Lincoln - "spot resolution")

3. Proving/training ground for American Civil War

4. Bear flag republic founded

5. Military battles favor U.S.: Buena Vista - Vera Cruz - Molino Del Ray - Mexico City

6. Treaty of Guadalupe Hidalgo (1848)

   a. recognize annexation of Texas
   b. gain of California and New Mexico (½ Mexico's land!)
   c. U.S. pays Mexico $15 million and $3.25 million in debts

7. Manifest Destiny is a fact
8. 1853 Gadsden Purchase $10 million, land needed for a railroad

VIII. Significance of Westward Expansion and Manifest Destiny

A. Sets precedent for further U.S. imperialism in latter 19th century

B. Surge to expand ends, looking inward begins!

C. New territory creates further problems

1. Continued sectional disputes
2. Expansion of slavery
3. Upset in balance of power
4. Indian question is on the horizon

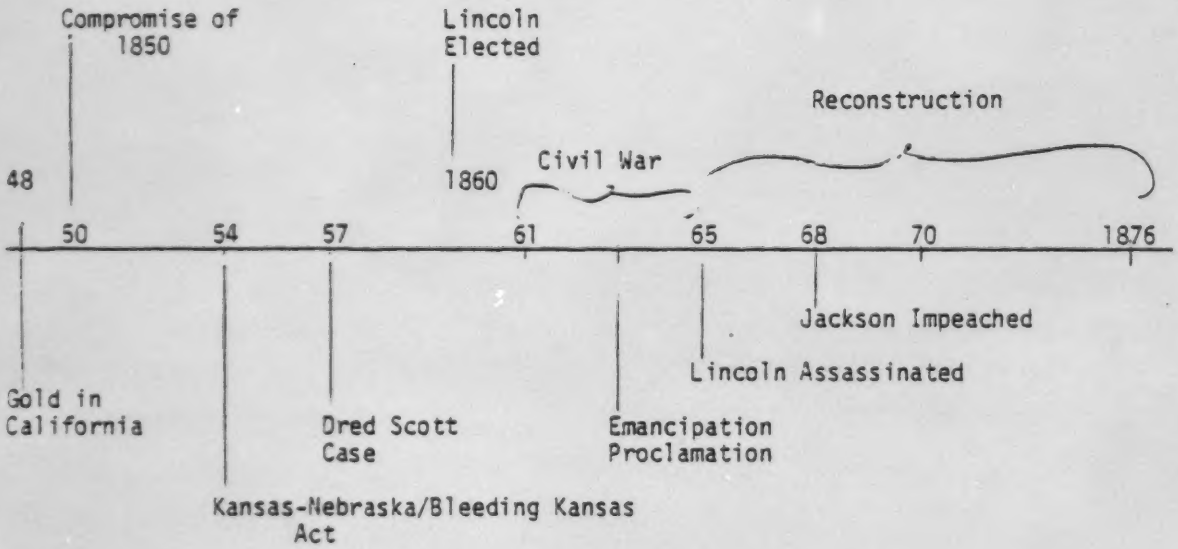
D. Will create new political parties because of aggravated problems

Vocabulary List
Unit IV

abolitionist
Abraham Lincoln
abomination
Andrew Jackson
annex
annexation
balance of power
Bank of the United States
Bear Flag Republic
Buena Vista
charter
"cheap money"
compromise
controversy
convention
Daniel Webster
dark horse
Democratic Republicans
Democrats
disputed
engaged
expansionists
expired
"Fifty-four-forty or fight"
"Force Bill"
franchise
Gadsden purchase
"hard money"
Henry Clay
imperialism
Independent Treasury System
internal improvements
Jacksonian Democracy
James K. Polk
John C. Calhoun
John Fremont
John Jacob Astor
John Slidell
John Tyler
joint occupancy
"Kitchen Cabinet"
land grant
Liberty Party Lone Star Republic
Manifest Destiny
Martin Van Burean
Mormons
mountainmen
"Mr. Polk's War"
Nicholas Biddle
nominating convention
null
nullification
Oregon
Oregon trail
Panic of 1837
peculiar institution
persecution
"pet banks"
popular democracy
precedent
regulate
regulation
Rio Grande
Sam Houston
San Jacinto
Santa Anna
Santa Fe trail
secede
secession
sectional
sectionalism
"soft money"
"South Carolina Exposition and Protest"
specie
Specie Circular
Spoils System
"spot resolution"
States Rights
stature
subtreasury
suffrage
textiles
Treaty of Guadalupe Hidalgo
Vera Cruz
void
WHIGS
William Henry Harrison
Zachary Taylor

Unit V

The Inevitable Conflict: Slavery, Civil War and Reconstruction - 1848-1876



Objectives

The student should understand

1. How and why slavery became an institution in the United States.
2. How and why slavery became an important issue in congress, the courts, in political parties and elections, and why it was a sectional and war issue.
3. That compromises were made about the extension of slavery into the territories, and why these compromises failed to solve the problem; why the southern states seceded, and how emancipation was accomplished.
4. That issues, other than slavery or its extension into the territories, contributed/caused the Civil War.
5. The importance of the Civil War in terms of our national economic social, and political development.
6. That external pressures lead to the issuing of the Emancipation Proclamation.
7. The nature and politics of the reconstruction period in our history along with its positive and negative effects.
8. The importance of post Civil War legislation in the stuggle for civil rights and the extension of democracy in the U.S.

I. Slavery Within A Democratic Country: An Irreconcilable Problem

A. Background

1. 1619, Jamestown, Virginia, 1st arrivals
2. Indentured servitude leads to slavery
3. Issue in constitutional convention of 1787
4. Prohibited in the Northwest Ordinance (1787)
5. Declared unconstitutional in many Northern states prior to 1800
6. End of slave trade 1808

NOTE: By 1800 most Americans believed slavery would die out, but

7. Cotton Gin of 1793 would increase slave economic value to the South

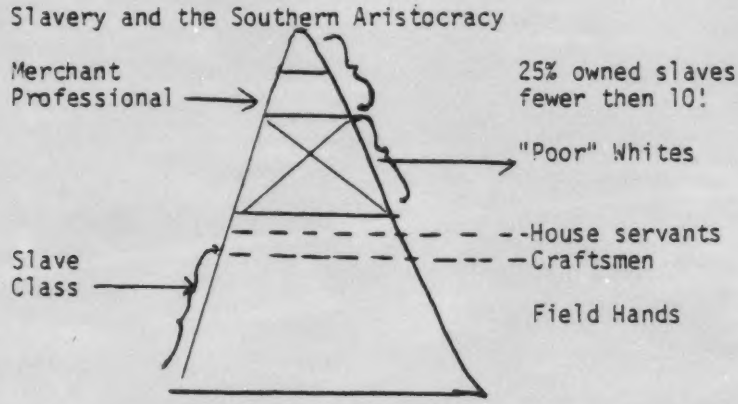
   a. 1800 cotton production was 73,000 bales (@ 500 lbs. ea)
   b. 1850: two million bales!

8. By 1860 there were four (4) million human slaves in the United States

B. Slavery created:

1. Economic problems: two competing economic systems based on differing labor systems.
2. Political problems: question of balance of power, slave vs. free states.
3. Social problems
4. The moral problem of slavery in a free society
5. Religious problems: were slavery and Christianity compatible?

C. Slavery and the Southern Aristocracy



D. Northern and Southern Views on Slavery

South	North
1. Slave was inferior - suited only for certain kinds of work.	1. Biblical slavery was different and out of date - progress of thought/ideas
2. Slavery was approved by the Bible - it did not condemn slavery - it was not sinful.	2. Slaves were not free workers who could choose jobs etc.

South	North
3. Negro was better off a slave in America then living in uncivilized Africa.	3. Slavery was anti-democratic ideas
4. A slave was better cared for than a northern worker.	4. Slavery was an economic burden on the North.
5. Slavery allowed Southern gentlemen to devote their time to law, politics and government service.	5. Slavery threatened national unity.

E. Slavery and Sectionalism (Sectional Strife) to 1848

1. Missouri Compromise (1820) and the question of who controls the territory of the U.S. is again raised, slavery prohibited North of 36° 30' in Louisiana territory. (Territorial Issue)

2. Nullification problem of 1832: the underlying fear; if the Federal government was stronger then the states couldn't it simply outlaw slavery some day? (States Rights)

3. Abolistionist Movement

   a. becomes a major movement in 1831 (The Liberator)
   b. goal, total abolition of slavery, either gradual or immediate
   c. underground railroad (Harriet Tubman)
   d. form their own political party (Liberty Party)

4. Slave uprisings

   a. Nat Turners rebellion, Virginia 1831
   b. abolitionists blamed
   c. slave codes imposed and enforced

5. Slavery delayed the admission of Texas until 1844
6. Slavery and the newly acquired South West (four views, 1848)

   a. extend 36° 30' line to the Pacific
   b. Wilmot Proviso - no slavery in any land gained from Mexico
   *c. (Calhoun): that congress had no right to stop slavery in the territories under the 5th amendment, deprive people of property (slaves) without due process.
   d. people who live in a territory should decide for themselves - Popular Sovereignty (Stephen Douglas)

II. Crisis - Compromise - Crisis 1850-1860

A. 1848

1. Gold in California and the gold rush of '49 (ers).

   Population growth is great; ready for admission as a state by 1850.

2. Election of 1848

Democrat	vs.	WHIG	vs.	Free-Soil
Lewis Cass		Zachary Taylor		Van Burean
Popular Sovereignity		War Hero, no known political view		Members of Liberty Party Anti-slavery WHIGs & Dem. N.Y. reform Democrats (Barnburners)

NOTE: Free soilers will eventually split the Democrat and WHIG parties to form the republican party of Lincoln.

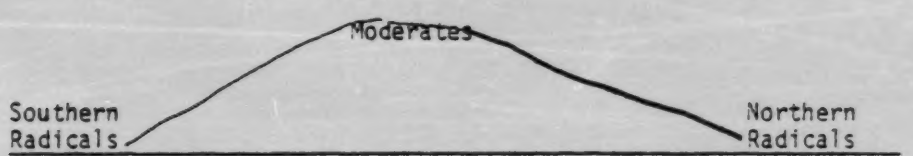
B. Compromise of 1850

1. The issues:

a. California as a free state
b. boundary disputes between Texas and New Mexico territory (Texas wanted federal payment of debts)
c. abolishment of slavery in Washington, D.C.
d. New Mexico and Utah territory to be "free"
e. new fugitive slave act (stricter)

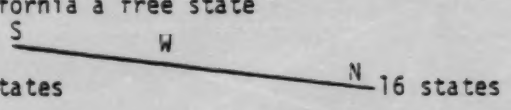
2. The debate:

a. Henry Clay: Compromise, save the Union
b. Calhoun: equal power/rights north and south, preserve states rights
c. Webster: Compromise for Union
d. Seward (anti-slavery WHIG): no compromise, no slavery in territories
e. Jefferson Davis (southern radical): time to go beyond nullification
f. Douglas: popular sovereignty
g. President Fillmore: anti-slavery man



3. Compromise

a. California a free state



b. Popular Sovereignty in territories

c. slave trade, not slavery outlawed in Washington D.C.
d. fugitive slave law passed: required Northern officials to assist federal authorities and slave hunters in capturing and returning "slaves".

4. Slavery is the underlying issue of 1850

a. the reaction and other developments

1. Harriet Beecher Stowe: Uncle Tom's Cabin, publicity for a movement.
2. election of 1852: death of the WHIG Party

Democrats	vs.	WHIGS
Franklin Pierce (dark horse)		Winfield Scott

3. Ostend Manifesto and Northern suspicion: that someone was willing to risk war to expand South (Cuba)
4. time to build a railroad across the country! Where? Northern, Southern or Central routes?

C. Kansas - Nebraska Crisis - (1854)

1. Stephen Douglas (Democrat - Illinois), a believer in Popular Sovereignty introduces the Kansas - Nebraska Act

a. establishes the territories of Kansas - Nebraska
b. Popular Sovereignty to decide the slavery issue there

2. Reaction

a. Northern wings of WHIG and Democratic party split from Southern wings
b. Bill would in effect repeal 36^{o} 30' line (Missouri Compromise)
c. Southern reaction was favorable

3. Why did Douglas do it? Was he really pro-popular sovereignity?

a. Douglas wanted to be President: need to win Southern support
b. by pushing Popular Sovereignity the problem could be taken out of Washington.
c. railroad: central/northern routes would terminate in Chicago. The central route was more desirable, but territories had to be organized. Also, South's votes would be needed to get government support for railroad.

NOTE: Douglas miscalculates, eventually he pleases no one, especially after Kansas bleeds and the Lincoln debates (1858)

d. the Bill became law in May, 1954, and would mostly affect Kansas (Nebraska was too far North)

D. Kansas Bleeds: Will it be free or slave?

1. Pro and anti-slavery settlers rushed to settle
2. By 1855 Kansas had two governments and two Constitutions one pro and the other anti-slavery
3. Civil War breaks out 1855-1856

   a. nearly 200 deaths
   b. $2 million property damage

4. Problem will have to be decided in Washington, D.C.

NOTE: Kansas will become a free state in 1861.

E. Election of 1856

1. Formation of the Republican Party (1854)

   a. aided by the collapse of WHIG party (1852)
   b. did not directly oppose slavery nor support abolition
   c. major goal - no expansion of slavery in the territories
   d. support consisted of

      1. Northern businessmen: wanted higher tariffs and railroad and industrial expansion
      2. free farmers: Homestead Act
      3. Anti-slavery people: former members of the Liberty and Free Soil Parties
      4. Southern Unionists
      5. reformers: abolitionists, etc.

2. The Election

a. Republicans	vs.	Democrats	vs.	American
John Fremont (California)		*James Buchanan (Pennsylvania)		Millard Fillmore (New York)
1,335,264 (114)		1,838,169 (174)		

   b. result was Sectional: Republicans do well in their first outing

F. Dred Scott vs. Sanford (1857)

1. Scott, a slave, had lived in a free state (1834-1838), had returned to a slave state (Missouri), was sold and sued his master Sanford.
2. Supreme Court under Roger Taney (Jackson State's Rights Appointee) decides the case, 1857:

   a. slaves not citizens, therefore, he had no right to legal redress in the first place
   b. Missouri Compromise was unconstitutional; Congress had no power to exclude slaves from the territories (5th amendment)

NOTE: The second time in U.S. History that a law was declared unconstitutional

3. Importance

   a. Republican party's platform was now unconstitutional
   b. battle lines were drawn
   c. compromise becomes impossible

G. The Final Years 1858-1860

1. Economic Panic of 1857 created depression in 1858
2. Lincoln-Douglas debate 1858

   a. Douglas wins the election (loses Southern support)
   b. Lincoln gains national recognition and emerges as the Republican leader

3. John Brown's raid on Harper's Ferry, Virginia (1859)
4. Election of 1860: The Final Straw - November, 1860

Election of 1860

Party-Candidate Support	Pop. Vote (Millions)	Electoral Vote
Constitutional Union Party - John Bell (Tennessee) (WHIGS)	.589	39
Democrats (split)		
Northern - Douglas (Illinois) (Popular Sovereignity)	1.3	12
Southern - Breckenridge (Kentucky) (Pro-Slavery)	.847	39
Republican - Lincoln (Illinois)	1.8	180

- protective tariff
- internal improvements
- Pacific Railroad
- Homestead Act
- anti-slavery extension in territories

III. The Civil War 1861-1865

A. The South secedes: All compromise fails

1. December 24, 1860: South Carolina, the leader in nullification secedes from the union.
2. By February 1, 1861, six more joined (Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas)
3. February 4, 1861: Confederate states of America formed. Jefferson Davis named President
4. Crittenden Compromise fails

   a. extend $36^{\circ}\ 30'$ line to Pacific
   b. federal authorities to protect slavery south of $36^{\circ}\ 30'$, no slavery north

c. no interference with slavery in those states that allowed it
d. payment for lost fugutive slaves

5. Was secession legal?

a. Lincoln: "A house divided against itself cannot stand". Secession was not legal
b. South: Yes, states created the union, they could un-create!

B. Lincoln becomes President - January, 1861, Inaugural speech:

1. No interference with slavery where it exists
2. Will enforce fugitive slave laws
3. Would not tolerate secession, all federal laws and establishments would be maintained and enforced

C. The Test: Fort Sumter, April, 1861

1. Importance was symbolic, Lincoln could not give up this position, to do so would acknowledge the confederacy
2. On April 12, 1861 at 4:30 a.m. the fort was shelled, the Civil War begins.
3. April 15, 1861, Lincoln declares a "Revolution" in the south against the United States.
4. Other states secede: Vir.(splits into two states; West Virginia), Arkansas, Tennessee, and North Carolina
5. Border states split (but remained in union) - Delaware, Maryland, Kentucky, Missouri

D. The causes of the Civil War

1. Immediate cause: Secession
2. Underlying causes (economic, political, social and sectional)

a. constitutional issue
b. moral issue (slavery was wrong)
c. economic differences
d. cultural differences (nation within a nation)
e. extremists took control of leadership when moderates could not compromise

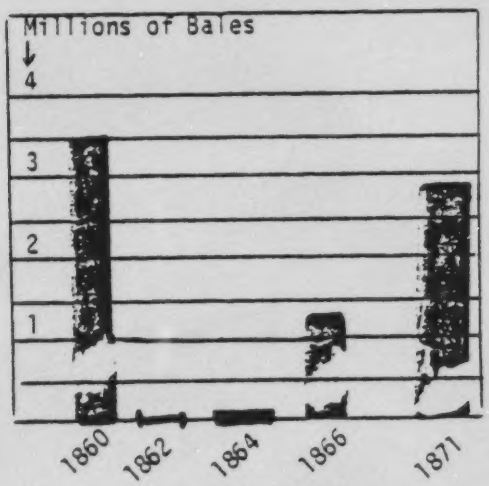
E. The Inevitable Outcome

	North	vs.	South
Population	x		
Resources	x		
Leadership			
-political	x		
-military			x
Wealth	x		
Desire			x
WINNER	x		

F. Significant War-Time Events

1. Foreign Policy and the Emancipation Proclamation

a. concern with England: cotton and Northern blockade

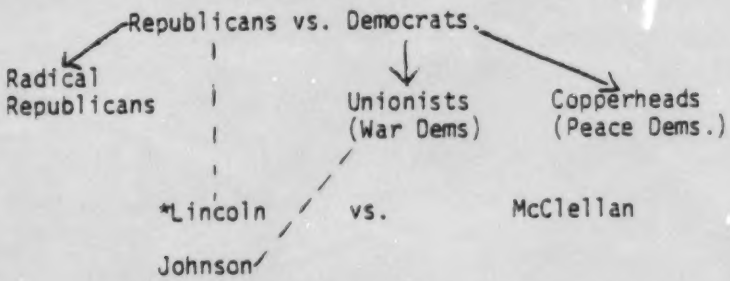


Cotton Exports 1860-1871

b. the Trent Affair: the violation of neutral rights
c. The Emancipation Proclamation: a war against slavery (January 1, 1863)

2. Politics during the war

a. Lincoln and the suspension of the right of habeas corpus
b. paying for the war, the first income tax and the creation of a new national banking system
c. conscription, the draft
d. political parties - the Election of 1864



NOTE: Abraham Lincoln - Looks to the Future.....

Second Inaugural Address (excerpt)

"...With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nations wounds, to care for

him who shall have born the battle and for his widow and for his orphan, to do all which may achieve a just and lasting peace among ourselves and with all nations."

3. Gettysburg to Appomattox

a. Gettysburg - the "highwater mark of the Confederacy" July 1-4, 1863: the beginning of the end

NOTE: "__that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom - and that government of the people, by the people, for the people, shall not perish from the earth." (Gettysburg Address-excerpt)

b. Hampton Roads Conference - (February, 1865): Proposal to end the war by Lincoln, South refuses
c. Appomattox, April 9, 1865: unconditional surrender

G. Results of the Civil War

1. Political change:

a. federal supremacy over states rights
b. nullification and secession are illegal
c. Democratic Party weakened
d. Republican Party will develop the modern U.S. until 1932 (only 16 years of Democratic rule 1868-1932)
e. slaves were now citizens with rights

2. Economic change:

a. end of slave labor
b. new southern economic system: share cropping
c. South diversifies it crops and business (lost English market)
d. stimulated Northern industry
e. building the transcontinental railroad (completed 1869)
f. Homestead Act: 160 free acres to anyone working it for 5 years

3. Death of Lincoln: April (14) 15, 1865

IV. Reconstruction of the U.S. 1865-1876

The Executive Branch vs. The Legislative Branch

A. Meaning of reconstruction

1. Rebuilding of the "new" south
2. Securing and protecting the rights of freed men
3. Setting up of new southern governments
4. "Re-admit" southern states to the U.S.

B. Reconstruction according to Lincoln

1. Moderate, concillatory view (2nd inaguaral address)

2. Theory of Civil War: No state had ever really seceded. Therefore, only individuals had created secessionist actions
3. Reconstruction was a matter for the executive branch
4. Lincoln's Plan (proposed 1863)

   a. use presidential pardon to pardon "criminals" i.e. secessionists
   b. 10% of voters in states take loyalty oath
   c. states agree to free slaves (13th amendment)

C. Reconstruction According to the Radical Republicans

1. Harsh policy, Lincoln too lenient

   a. punish the south
   b. give freed men the right to vote
   c. hold down the Democratic Party
   d. continue Republican control of the U.S.

2. Theories of the Civil War -

   a. state suicide theory: South had committed "suicide" by seceding. There were no Southern States, just territory to be reorganized
   b. conquered province theory: treat the south like conquered territory. Erase state lines, set-up military districts, later set-up organized governments, possibly with different boundries

3. Reconstruction was a matter for the Legislative Branch which deals with U.S. territory.

4. Wade-Davis Bill (1864)

   a. a majority of voters must take a loyalty oath
   b. Lincoln (pocket) vetoes
   c. Radicals angry; issue Wade-Davis manifesto; that congress, not the President had the power to reconstruct the south.

   NOTE: Lincoln is assassinated on April 14, 1815, five days after Lee's surrender.

D. Reconstruction according to President Andrew Johnson

1. Johnson, a unionist democrat, tried to carry on Lincoln's plans with modifications

2. Plan

   a. set-up provisional governments to draw up new state constitutions
   b. pardoned confederates
   c. admitted states under Lincoln's 10% plan
   d. states had to ratify the 13th amendment - anti-slavery amendment

3. The Opposition: Radical Republicans

a. joint congressional committee for reconstruction (Thaddeus Stevens and Charles Sumner)

1. to investigate conditions in the south, before readmission
2. findings: former confederate leaders were being returned to power and the Black Codes were being instituted against the Freedmen (they waved the "Bloody Shirt")

b. radicals set-up the freedmen's bureau

1. purpose to help freedmen learn how to vote (March, 1865)
2. could hold military trials against anyone violating freedmen's civil rights (February, 1866)
3. supplied freedmen with necessities in order to re-start their lives

c. passage of:

1. Civil Rights Act of 1866: act made black citizens and guaranteed equal civil rights to all persons born in the U.S. (except Indians)
2. 14th Amendment: that all citizens of the U.S. must be granted equal protection under all (state) laws and must be granted rights of "due process" under state law.

E. The Election of 1866: The victory of radical reconstructionism over the executive

1. Congressional elections gave the radicals "absolute" control of congress.

2. Reconstruction Acts

a. divide the south into military districts, federal troops occupy
b. new constitutions in all southern states made up by all male voters. Constitution were to grant negroes the right to vote
c. people (males) serving in the confederacy could not vote or hold office
d. reconstructed states would have to ratify the 14th amendment
e. military would register voters
f. constitutions could be approved by only a majority of eligible voters

3. The Impeachment of Johnson (1868)

a. radicals passed laws limiting the President's power: Tenure in Office Act took away the Presidents power to fire federal officials. Johnson decided to test.
b. House impeached on eleven charges by a vote of 126-47
c. senate trial results, 35 for conviction, 19 against, one short of 2/3 vote for conviction!

4. Radicals also limited the power of the Supreme Court
5. Election of 1868: Radical Republicans run General Grant for President.

F. Reconstruction of the south - 1865-1876, and the Plight of the Freedmen

1. Civil War Amendments

   a. 13th
   b. 14th
   c. 15th

2. Radical Republicans controlled the south through:

   a. negro legislators
   b. carpetbaggers - northerners
   c. scalawags (rascals) - southerners
   d. military

3. The Freedmen

   a. Black Codes prior to radical reconstruction
   b. economic difficulties; share cropping a substitute for slavery (?)
   c. social - educational problems
   d. were used by carpetbaggers and scalawags

4. Southern reaction to reconstruction

   a. resentment to outsiders
   b. start of terrorist organizations

      1. white brotherhood
      2. knights of the White Camelia
      3. Klu Klux Klan

   c. slowly, white southern democrats regain control by 1876

G. Republican Party 1868-1876 and the end of reconstruction

1. The changing party

   a. original goals for its founding were accomplished
   b. new controllers
   c. new goals

New Controllers	New Goals
1. professional politician	1. work hand-in-hand with business for <u>internal development</u>
2. rising big business - men	2. win support of vets and wave the "bloody shirt"
	3. suppress the south and retain political control

2. The Grant Administration: Corruption and Bad Government 1868-1876

   a. The Gold Scandal: Black Friday, September 24, 1869
   b. Credit Mobilier: fraud in building the transcontinental railroad ($23 million +)
   c. Tweed Ring: corruption in New York City and state
   d. Whiskey Ring: corruption in the Treasury Department
   e. Belknap Scandal: bribes for favors
   f. Salary Grab: congressional (back) pay raises
   g. Panic of 1873: corruption leads to depression

3. Reformers and the end of reconstruction

   a. Republican party splits:

      Liberal Republicans (reformers)

      1. end of federal troops in the south
      2. civil service reform
      3. end of corruption

   b. panic of 1873, depression and a democratic comeback in the House of Representatives
   c. election of 1876

Republicans	vs.	Democrats
Hayes (Ohio)		Tilden (New York)

      1. results disputed!
      2. Compromise of 1877: Hayes wins, reconstruction ends

H. Results of reconstruction

1. Negative aspects of reconstruction

   a. radical republicans misused legilsative power and upset system of checks and balances, weakened presidency!
   b. created anger and hatred toward the North in Southern life
   c. created deeper southern resentment towards the negro, gave rise to violent groups
   d. corruption in government, both north and south
   e. gave rise to southern leaders who would use racial hatred to gain election
   f. would create a one-party political system in the South "Solid South"

2. Positive aspects of reconstruction

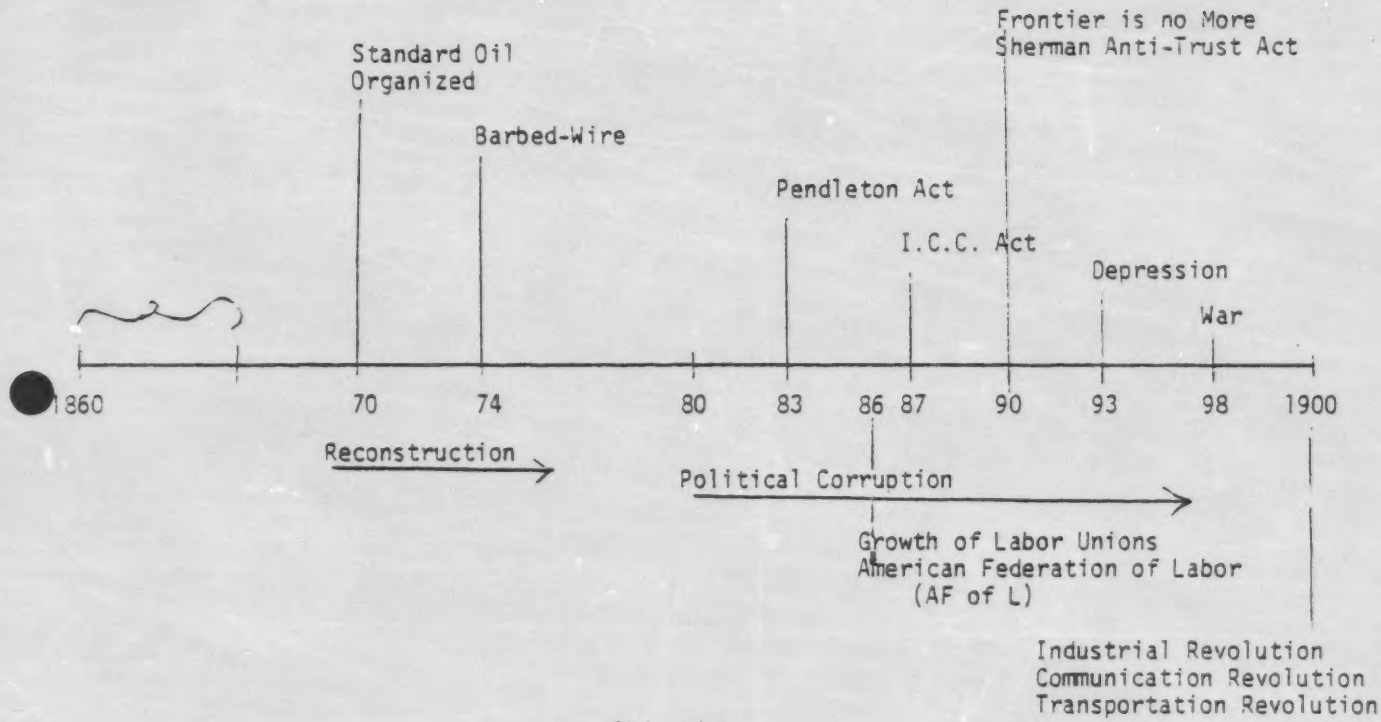
   a. negro became a citizen, the passage of the Civil War Amendments will play an important role in U.S. History
   b. first public education systems established in the south
   c. re-development and re-direction of the southern economy
   d. new southern constitutions were more democratic, destroyed the power of the planter class
   e. negro officials in the south proved capable

Vocabulary List
Unit V

abolitionist
Abraham Lincoln
Andrew Johnson
anti
Appomattox
assassination
black codes
"Bleeding Kansas"
"Bloody Shirt"
carbetbaggers
Charles Sumner
Civil Rights Act (1866)
civil war
compensated emancipation
Compromise of 1850
Confederacy
confederal government
Conquered Province Theory
conscription
copperheads
cotton gin
credit moblier
Crittenden Compromise
draft riots
Dred Scott decision
Emancipation Proclamation
equal protection clause
extremist
Fifteenth Amendment
Fort Sumter
"forty-niners"
Fourtheenth Amendment
Franklin Pierce
Free Soilers
Freedmans Bureau
freedmen
Fugitive Slave Law
fundamental
Gettysburg
grandfather laws
greenbacks
habeus corpus
Harpers Ferry
Harriet Beecher Stowe
Harriet Tubman
Homestead Act
impeach
impeachment
inevitable
injustice
irreconcilable
insurrection
James Buchanan
Jefferson Davis
John Brown
Kansas-Nebraska Act
Ku Klux Klan (KKK)
lame duck
literacy laws
Millard Fillmore
moral issue
Nat Turner
"New South"
Ostend Manifesto
poll tax
popular sovereignity
pro
provisional government
Radical Republicans
Reconstruction
Republican Party
Robert E. Lee
Robert Taney
Scalawags
secede
secession
sharecropping
"Solid South"
squater sovereignity
State Suicide Theory
States Rights Theory
Stephen Douglas
sympathizer
Tenure in Office Act
territorial issue
Thaddeus Stevens
The Liberator
Thirteenth Amendment
transcontinental railroad
Trent Affair
Ulyssess S. Grant
Uncle Tom's Cabin
underground railroad
underlying
Unionist Democrat
Wade-Davis Bill
Whiskey Ring
William Lloyd Garrison
Wilmot Proviso

Unit VI

AMERICA DEVELOPS: INDUSTRIALIZATION, POLITICS, PROTEST, AND REFORM TO 1900



Objectives

The student should understand:

1. The importance of the frontier in U.S. History and some significant events which promoted settlement of the interior, especially the tragedy of native Americans.
2. The conditions, ideas, innovations, and individuals which promoted industrial development.
3. The problems that arose after the Civil War in the fields of business organization and its regulation, labor, politics, money and banking, agriculture, and society.
4. The nature and extent of the farmers inspired reform movement (Populism) in the late 1800's.
5. The conditions which necessitate the rise of labor unions in U.S. History.
6. The growth of government regulations of the means of production and distribution.

I. Post - Civil War America: Conquering The Last Frontier 1860-1890

A. Importance of the Frontier (West)

1. Strengthen ideas of equality, people had to work together
2. Ideas of equality led to advances in democracy. West was 1st in granting womens' rights and in giving both men and women voting rights
3. Encouraged nationalism, feeling for their land (country), especially among people who never owned land
4. Vast free or cheap land provided a safety valve from Eastern economic or social problems
5. Spurred inventiveness, new agricultural machinery, barbed wire, improved railroads, weapons, etc.

B. Significant events promoting westward settlement

1. California Gold Rush (1848)
2. Trans-continental stage coach service
3. Pony Express (1860): 7 days, 17 hours
4. Trans-continental telegraph (1861)
5. Comstock Lode, Nevada (1859)
6. Colorado Gold Rush (1859)
7. Homestead Act (1862)

   a. 160 acres free (slight fee)
   b. settle for five years

8. Completion of trans-continental railroad (May 10, 1869)
9. Civil War in the east and south (1860-1865) created markets
10. "Long Drive" - The Cattle Kingdom and Cowboys
11. John Deere, steel plow; Joseph Glidden, Barbed Wire; Daniel Halladay, self-regulating windmill; etc.
12. The Indian Wars 1860-1890

    a. 1890: The passing of the frontier

NOTE: "Up to and including 1880 the country had a frontier of settlement, but at present the unsettled area has been so broken by isolated bodies of settlement that there can hardly be said to be a frontier line." (Superintendent of the Census, 1890)

"And now, four centuries from the discovery of America, at the end of a hundred years of life under the Constitution, the frontier has gone, and with its going has closed the first period of American History." (Frederick Jackson Turner, American Historian)

II. "The Business of America is Business": The American Industrial Revolution and the Growth of Big Business in the United States.

A. Conditions needed for an Industrial Revolution

1. Raw materials
2. Labor
3. Agriculture revolution

4. Technology/invention
5. Capital
6. Transportation/communication
7. Markets
8. Managers

B. Industrial Revolution pre-Civil War

1. Small scale manufacturing
2. Samuel Slater and the textile industry (1790's)
3. Eli Whitney, inter-changable parts and the machine tool industry
4. Elias Howe and sewing machines (1846)
5. Charles Goodyear and "Vulcanization" (1844)
6. Foreign technological development

C. Importance of the Civil War

1. Need for rapid and mass manufacture of goods
2. New markets created
3. Capital raised in large amounts

D. Attitude of government was laissez faire: leave businessmen alone (unless to create better conditions for them!)

E. Industrial Revolution Post-Civil War 1865-1900

1. Two major developments:

   a. Edwin Drake, 1st oil well drilled, Titusville, Pennsylvania (1859)
   b. Kelly-Bessemer steel making process (1850's)

2. John D. Rockefeller and Standard Oil (1870): An American Dynasty

   a. oil refining business (1863) in Ohio
   b. 1870, organizes Standard Oil; aim, control the refining, control all oil
   c. 1897, Standard controls 90%-95% of all oil refining business in the U.S.

3. Andrew Carnegie and the Steel Industry

   a. made his wealth in railroads and telegraph
   b. 1873 builds the Carnegie Steel Works at Homestead,Pennsylvania
   c. by 1900, controlled more steel production than any single person in the world
   d. 1900, Carnegie sells out to J.P. Morgan, U.S. Steel Corporation, the 1st billion dollar corporation in the U.S.

4. Other important Captains of Industry

   a. "Commodore" Cornelius Vanderbuilt: Railroads
   b. J. P. Morgan: Banking, etc.
   c. Henry Ford: Automobiles
   d. George Pullman: Railroads, cars
   e. Philip Armour: Meat Packing

5. Philosophy of the Industrialists

   a. Charles Darwin, On The Origin Of Species by Means Of Natural Selection, or the Preservation of Favored Races in the Struggle For Life (1859)
   b. Herbert Spencer: laissez faire and Social Darwinism
   c. William Graham Sumner (Yale): U.S. spokesman for Social Darwinism
   d. Social Darwinism: The Gospel of Wealth

      1. survival of fittest is correct
      2. strongest and best will last, others should not complain
      3. struggle to survive carries society forward
      4. equality was not important
      5. strong win over the weak because of natural law
      6. slums and poverty were unfortunate but inevitable negative results of competitive struggle
      7. role of the state is to protect property, maintain order, and not try to interfere with nature
      8. the rich alone have the responsibility of guiding the nation and trying to take care of injustice (philanthrophy)

6. Some effects of rapid industrialization in the U.S.

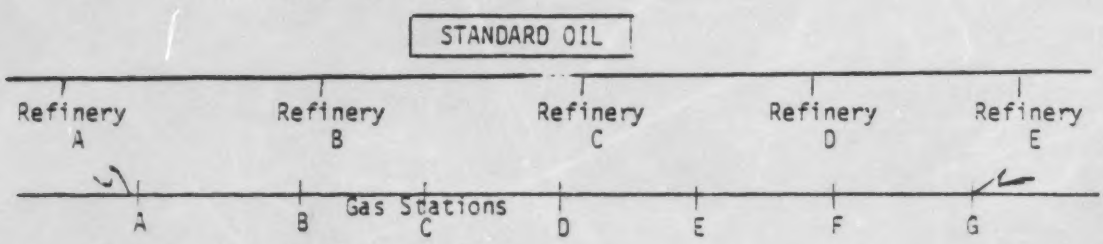
   a. more goods at lower cost
   b. improvement inliving standands
   c. hand to machine manufacture, displacment (unemployment)
   d. growth of cities, growth of slums
   e. industry replaces agriculture as the major activity of people
   f. improvements in transportation, communication, manufacture through technological improvement/innovations
   g. upsets balance of power internally (farmers revolt/populism)
   h. creation of labor unions
   i. political corruption
   j. leads to Imperialism (War)
   k. creates new political parties
   l. new ruling class, a new legal person; the corporation
   m. leads to a social reform movement (Progressivism)

7. The Industrialists: Robber Barons or Philanthropists?

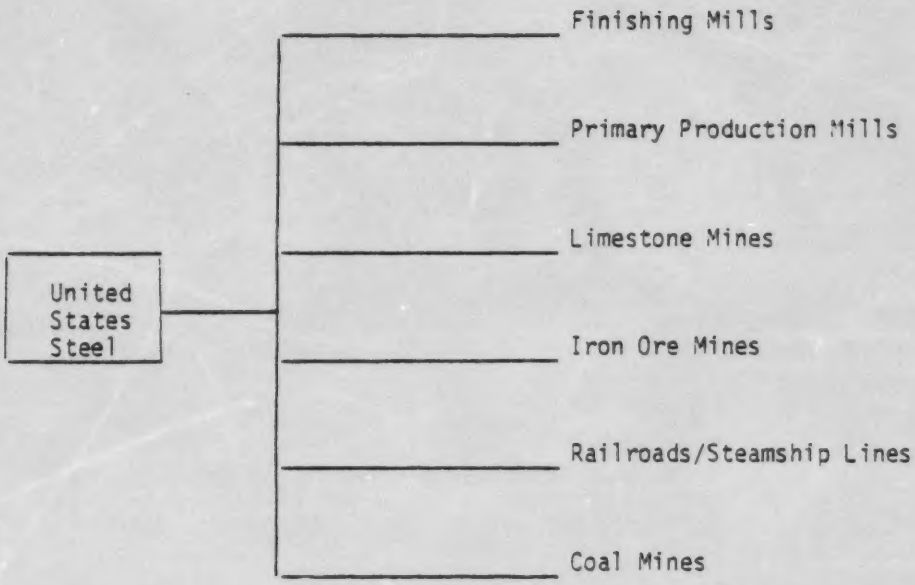
8. Rise of legal, artifical persons: The Limited Liability Corporation

   a. Charter grants legal status and limited liability
   b. many owners: stockholders, share the risk
   c. Corporate Combinations: The desire for monopoly control

      1. Horizontal Combination



2. Vertical Combination



3. Horizontal and Vertical: Standard Oil; Carnegie Steel

d. The drive to monopoly (forms)

1. Pools: gentlemen's agreements to divide markets and set prices
2. Trusts: combine control of many corporations to a few men (trustees) who would then manipulate markets, prices, etc. Stockholders would make a return from all corporate profits, not just the one they had stock in.
3. Holding Company - company that owns the stock of other companies. Trade your stock for Holding Company shares
4. Inter-Locking Directorate

III. The Industrial Revolution Creates Problems and Raises Questions about the Development of the United States

A. Problems facing farmers (after 1865)

1. Agricultural, revolution creates crop surplus: Costs to raise is greater then return
2. Costs were high, aritifically high
3. High rates to railroads
4. High prices for manufactured goods, protective tariff kept out foreign goods
5. Hard time getting credit from banks, money is expensive

B. Problems facing workers

1. Owners of corporations are far removed from workers
2. Low wages, long hours, six day weeks

3. Periodic unemployment, no money
4. Child and female labor/exploitation
5. Lack of dignity
6. No avenue for redress of grievances

    a. unions were "illegal"
    b. black listing
    c. yellow dog contracts
    d. use of injunctions (court orders) to stop strikes
7. Surplus of workers - immigration

C. A New Issue (A Continuing Issue): Government regulation of business

1. Yes

    a. must prevent monoploy
    b. stop price fixing
    c. public needs protection against industrial practices (food industry)
    d. corporations were simply too powerful to operate without government regulations

D. American politics during the Industrial Revolution (1868-1880): Corruption and a need for reform.

1. As a result of the Civil War, the republican party ruled the U.S.

    a. Grant (Republican) 1868-1876
    b. Hayes (Republican) 1876-1880
    c. Garfield (Republican) 1880
    d. Arthur (Republican) 1884
    e. Cleveland (Republican) 1884-1888
    f. Harrison (Republican) 1888-1892
    g. Cleveland (Democrat) 1892-1896
    h. McKinley (Republican) 1896-1901

2. Differences in the two major parties was hard to defect and people within parties often disagreed.

3. Generally, corruption was the order of the day, with a few exceptions.

4. Growth of political machines linked to the growth of cities.

5. The Republican Party

    a. two wings

        1. Stalwarts, conservatives
        2. Half Breeds, reformers (liberals)

    b. built a power base on Civil War reputation

        1. saved the union
        2. Grand Army of Republic (GAR): veterans groups
        3. Homestead Act
        4. support of the railroads
        5. pro-immigration: need for workers

6. Election of 1876/Compromise of 1877: End of reconstruction rebirth of the Democratic Party.

7. Election of 1880

   a. President Garfield (Half-Breed); Vice President Arthur (Stalwart)
   b. Garfield assassinated in 1881, leads to talk of reform in government jobs
   c. civil service reform; The Pendleton Act of 1883

      1. established a civil service commission
      2. limited the spoils system (political patronage)

IV. The Beginning of Reform: "The Farmers Revolt": The Birth of the Populist Movement

A. Two problems for the farmer

   1. The problem of cheap money

      a. farmers wanted more "greenbacks", paper money, no backing, inflated
      b. Republicans in 1875 pass a law backing greenbacks with gold, very hard
      c. farmers wanted silver instead of gold, cheaper and more plentiful
      d. 1878, Bland-Allison Act created a policy of bi-metalism (no one satisfied)
      e. Greenback-Labor Party formed: Election of 1878, 1 million votes

   2. The problem of the railroads

      a. needed railroads for transportation (dependent)
      b. railroads gave rebates to large shippers - hurt the little guy
      c. charged same for short vs. long hauls
      d. railroads often also owned the grain elevators used for storage and trans-shipment of grain
      e. felt a need forlaws to regulate the railroads

B. Rise of the Grange

   1. Founded in 1860's as a social, cultural and educational organization
   2. Provide a centralized meeting place for farmers to discuss political problems (1870's)
   3. Granger Laws: political action on the state level, anti-railroad

      a. set maximum freight rates
      b. regulation of grain elevators
      c. laws against unfair pricing (long and short haul)
      d. set up railroad commissions to oversee railroad practices

   4. Some important Court Cases

      a. Munn vs. Illinois (1877): states had the power to regulate grain elevators
      b. Wabash Rate Case (1886): only congress could regulate inter-state commerce

5. Achievements of the grange

   a. set up farm co-ops
   b. passage of Inter-state Commerce Act (1887)
   c. got farmers politically active in other groups
   d. lead to the creation of the farmers alliances

C. Farmers Alliances (1870's-1880's)

1. Northern and Southern farmers form alliances for political action on the national level
2. Combination of Grangers and Greenbackers
3. Northern branch will form the Populist Party (1891)

V. "Up The Organization": The Workers Organize, The Beginnings of the Labor Union Movement

A. Purpose of unions: To represent a collection of individuals in negotiation with employers on terms/conditions of employment

B. Types of unions: Two basic kinds

1. Craft/Trade Union
2. Industrial Union

C. Early unions/early problems; pre Civil War

1. National Trades Union (1834-1837)
2. Problems

   a. American individualism
   b. government resistance

D. National Labor Union (1866)

1. Goals:

   a. eight hour day
   b. end child labor
   c. equal rights for women and blacks
   d. end Chinese immigration
   e. anti-banks

2. Failed; involved in politics too soon

E. Knights of Labor (1869-1886): The First National Union

1. Founded by Uriah S. Stephens
2. Industrial union
3. Gained recognition under leadership of Terrace Powderly (1879)
4. Goals

   a. government ownership of railroad (means of distribution)
   b. eight hour day
   c. equal pay for equal work
   d. end child labor
   e. use boycotts and strikes for better wages and working conditions

5. The Haymarket Affair (1866): The Death of the Knights

   a. strike at McCormick Harvester Works, Chicago
   b. violence: workers/unions blamed

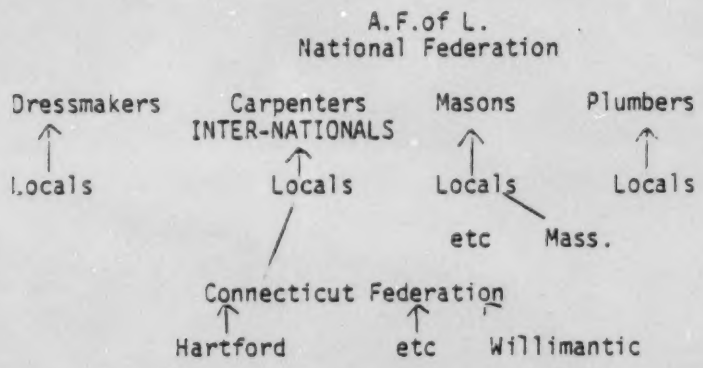
F. American Federation of Labor (1881-1955): The A.F.of L.

1. Organized by Samuel Gompers

2. Ideas leading to success:

   a. organize skill trades only
   b. each local was independent within the federation
   c. not engage in political activities or get involved in socialist/radical ideas
   d. win individual contracts for locals

3. Organizational Chart



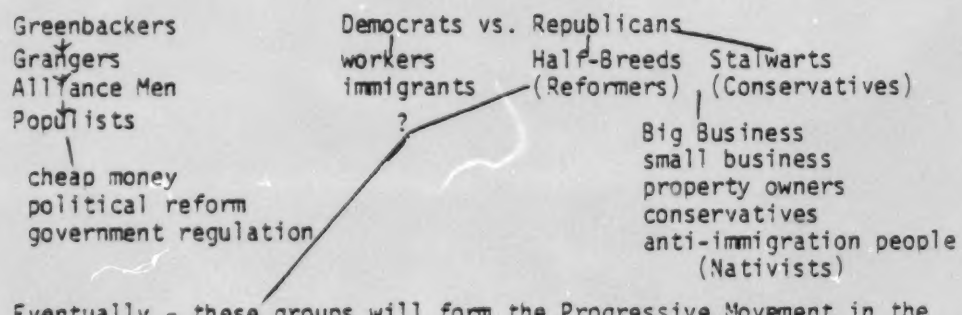
4. A.F. of L. was generally sucessful

   a. limited its membership
   b. skilled workers are necessary, not easy to replace
   c. locals maintained "local individualism" or control
   d. weren't "anti-American"

VI. Protest and Politics 1884-1900

A. Political Parties

Third Parties



Eventually - these groups will form the Progressive Movement in the U.S. (1900-1918)

B. Populist Party: grew out of the farmers protest movement. Formed in 1892 (People's Party)

1. Program

   a. "free" and unlimited coinage of silver with 16 oz. of silver equal to 1 oz. of gold (results in inflation)
   b. increase in paper money backed by silver at a ratio of 16-1
   c. government ownership of railroads, telephone and telegraph lines
   d. government run storehouses for surplus crops
   e. graduated (progressive) income tax - more you make, the more you pay
   f. direct election of U.S. Senators
   g. limit term of President to one six year term

2. Success or Failure?

   a. election of 1892 - lost
   b. party was incorporated into the Democratic Party

3. Election of 1896: Victory of Conservations

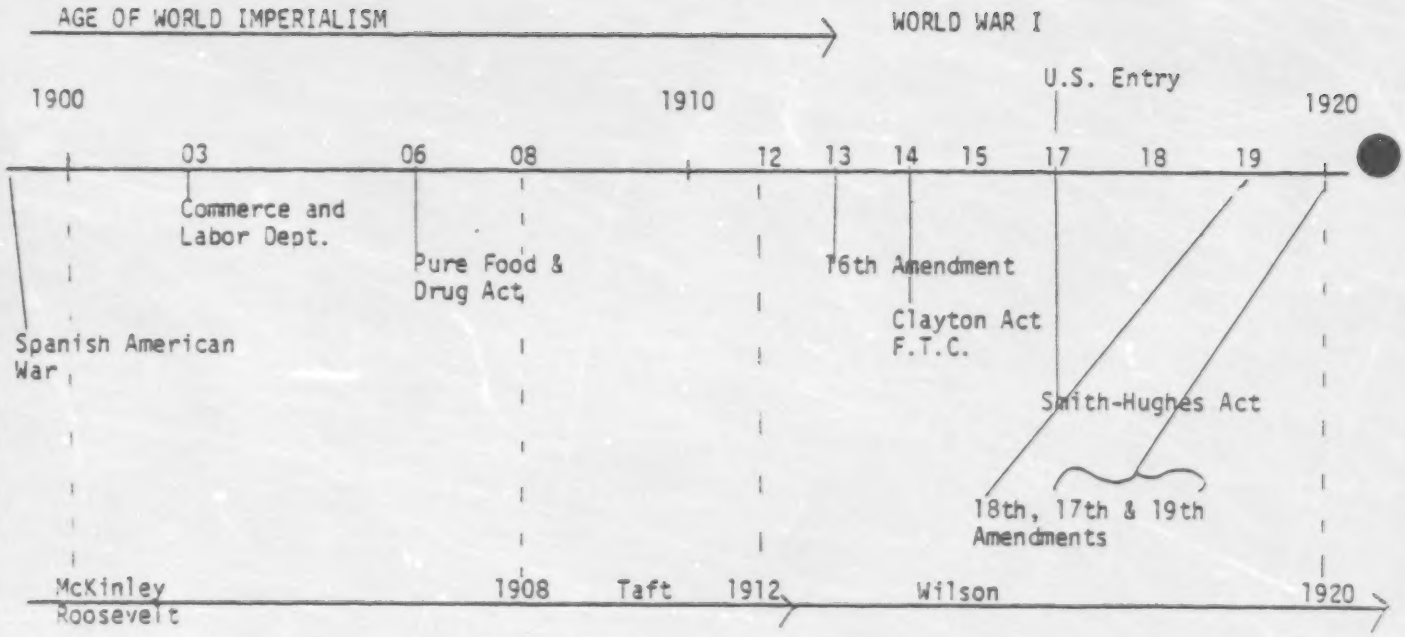
Democrats (Populists)	vs.	Republicans
Bryan	vs.	McKinley

Vocabulary List
Unit VI

agrarian
agriculture revolution
American Federation of Labor (A.F. L.)
Andrew Carnegie
artificial person
barbed wire
Benjamin Harrison
bi-metalism
blacklisting
charter
Charles Darwin
Chester Arthur
civil service
collective bargaining
combination
Compromise of 1876
comstock lode
consumer
cooperatives
Cornelius Vanderbuilt
corporation
craft/trade union
credit
credit mobilier
Edwin Drake
entrepreneur
exploitation
Farmers Alliances
federation
"free silver"
frontier
George Pullman
"Gospel of Wealth"
graduated income tax
Grange
Grangers
Greenback-Labor Party
Greenbackers
Grover Cleveland
half-breeds
Haymarket Affair
Henry Ford
Herbert Spencer
holding company
Homestead Act
homesteader
horizontal combination
industrial union
injunction
inter-locking directorate
Inter-state Commerce Act
J. P. Morgan
James Garfield
John D. Rockefeller
Knights of Labor
laissez faire
limited liability
long drive
long haul
long horn
middlemen
monopoly
Munn vs. Illinois (1877)
National Labor Union
natural law
patronage
Pendleton Act
philanthrophy
Philip Armour
Pony Express
pools
Populists
price fixing
rebates
reconstruction
reform
regulation
reservation
restraint of trade
Robber Barons
Rutherford B. Hayes
saftey valve
Samuel Gompers
Sherman Anti-trust Act
Sherman Silver Purchase Ac
short haul
Social Darwinism
Socialism
Stalwarts
standard of living
Standard Oil
strike
Terrence Powderly
Thomas Edison
Trusts
U.S. Steel
Uriah S. Stephens
verticle combination
Wabash Rate Case (1886)
William Graham Sumner
William Jennings Bryan
William McKinley
yellow dog contract

Unit VII

The Progressive Era 1900 - 1920



Objectives
The student should understand:

1. The meaning of Progressivism and the impact of progressure reforms on American Society.
2. The impact of the Roosevelt administrators on the creation of the modern presidency.
3. That democracy demands citizens participation and that hard won rights can be easely taken away without diligence.
4. The reasons for the growth of American Imperialsim in the latter 19th early 20th century and the reasons for our subsequent retreat into isolutionism after WW I.
5. Why some of Americans' wars have been needless ones.
6. That concepts of democracy and imperialism are incompatible.
7. That the U.S. is an integral interdependent part of the economic world and that progress and prosperity are depending on world peace and security.

I. Progressivism: A Major American Reform-Movement

A. Meaning of Progressivism

1. Reaction to the Triumph of Conservatism (1896)
2. Means reform: progress for the better

a. restore government to the people (make it more democratic)
b. use the peoples government to regulate industry, finance, transporation, agriculture and foreign policy in the interest of the many instead of few

3. Background was European Democratic Socialism: government regulation of the means of production and distribution.

B. Conditions demanding reform

1. Breakdown in moral code: business dishonesty and deceit
2. Growth of business monopoly (despite Sherman Anti-trust Act)
3. Concentration of wealth (power)

NOTE: By 1900, 1% of population owned 50% of all wealth; top 12% controlled 90%

4. Political corruption (local, state and federal levels)

C. Who were the Progressives?

1. Old populists
2. Democrats and liberal republicans (half-breeds)
3. Intellectuals; writers, teachers, etc.

D. What were their methods?

1. Use of shools John Dewey, Democracy and Education.
2. Scholarly writing and ideas by intellectuals: the idea of progress through social planning
3. Muckrakers: popular writers who used existing evils as their theme.

a. Idam Tarbell. History of the Standard Oil Company
b. Lincoln Steffens. The Shame of the Cities
c. David Graham Phillips. The Treason of the Senate
d. Upton Sinclair. The Jungle

4. Organized labor

a. A.F. of L. pushed reform
b. Inter-national Workers of the World (IWW): creation of a radical labor union. Purpose was to organize unskilled workers and abolish capitalism by strike, boycott and sabotage

5. American Socialist Party under Eugene V. Debs

E. Goals of Progressives

1. Expansion of democracy through political reform

a. end of bossism in cities
b. city - manager form of local government
c. direct political party primaries for choosing candidates
d. legislation initiative
e. legislative referendum
f. recall of elected officials
g. direct election of U.S. Senators (17th Amendment - 1920)
h. womens suffarage: right to vote (19th Amendment - 1920)

2. Social and economic goals through legislation

a. child labor laws limiting hours, days, nights, and age.
b. maximum working hours for women: eight hour day!
c. workmen's compensation laws
d. increasing regulation of business
e. re-distribution of wealth (16th amendment - 1913)

F. Progressive Era ends with the coming of World War I (1917)

II. "Teddy" Roosevelt and Progressivism

A. Elections of 1900 and 1904

	Republicans	vs.	Democrats
1900	*McKinley (Stalwart) Roosevelt (Half-breed)	vs.	Bryan (Liberal) Parker (Conservative)
1904	Roosevelt	vs.	Parker (Conservative)

B. Roosevelt and the "Square Deal"

1. Coal strike (1902): he forces the owners to negotiate with the United Mine Workers.
2. "Trust Buster"

a. Department of Commerce and Labor (1903)
b. Enforcement of the Sherman Act
c. Railroad Regulation

1. Elkins Act (1903): rebates illegal
2. Hepburn Act (1906): increased power of Interstate Commerce Commission
3. Roosevelt the Conservationist

a. start of the National Park system
b. land reclaimation projects

4. Roosevelt and the Jungle passage of the Pure Food and Drug Act (1906)
5. Roosevelt the Nationalist/Imperialist/Inter-nationalist

a. built-up the American Navy
b. built the Panama Canal
c. very imperialistic (Roosevelt corallary to Monroe Doctrine)

d. won Nobel Peace Prize for mediation of Russo-Japanese War (1905)

III. President Taft: A Setback For Progressivism?

A. Election of 1908

Republicans	vs.	Democrats
Taft (Conservative)		William Jennings Bryan (Liberal)

Trust Regulation	Protective Tarriffs

B. "Taft was Anti-Progressive"

1. Payne-Alrich Tarriff (1909): raised almost all rates, very protective.
2. Ballinger-Pinchot Controversy: people felt Taft was anti-conservationist.
3. "Taft was conservative, therefore, he was an ineffective leader."

C. "Taft was Progressive"

1. Mann-Elkins Act (1910): further increased the power of the Interstate Commerce Commission
2. There were more "Trust Busting" cases under Taft then Roosevelt
3. Split the Commerce and Labor Departments into separate departments.

NOTE: Taft tried to play the middle (moderate) but failed. In trying to please everyone he pleased no one and split the Republican party.

IV. Woodrow Wilson and the "New Freedom" 1912-1920: The climax of Progressivism

A. Election of 1912

Democrats	vs.	Progressives (Bull Moose) (Liberal Rep.)	vs.	Republicans
Wilson		Roosevelt	split rep. vote	Taft

B. The "New Freedom" implies extension of the democratic process and reform

1. Tariff reform: Underwood Tariff (1913), lowered tariff rates
2. Federal income tax (16th Amendment): attempts to re-distribute the wealth
3. Federal Reserve System: a new national banking system
4. Federal Land Banks: easier credit for farmers
5. creation of the Federal Trade Commission (1914): power to issue cease and desist orders to any corp. found guilty of "unfair methods of competition"
6. Clayton Anti-Trust Act (1914)

   a. defined "unfair competition"
   b. made corporation officers liable for the corporation

c. exempted labor unions from anti-trust legislation and injunctions

7. Increased aid to education

a. Smith-Lever Act (1914): vocational agriculture programs
b. Smith-Hughes Act (1917): Vocational-Technical Schools

8. Prohibition of Alcohol : (18th Amendent - 1919)

C. Wilson wins re-election in 1916 because he "kept us out of World War I (WWI)".

V. Progressivism Appraised

A. Reform and Progressivism was dependent upon strong executive leadership.

B. Progressives realized the many demands of earlier reformers (i.e. Populists)

C. Many progressive ideas became part of <u>both</u> political parties.

D. Most of the progressive laws became meaningless after World War I, people became content and satisfied with their progress and ended up losing their hard won gains.

VI. Pre-Progressive Era/Foreign Policy 1880-1900 (Age of World Imperialism)

A. Reasons for American Imperialism

1. Manifest Destiny/Nationalism
2. Industrial Revolution and the need for raw materials
3. World Trade, need for export markets
4. Competition with European imperialists
5. Protect American foreign capital investment
6. Closing the frontier - "need for an agressive outlet"
7. Missionary pressure from religious groups
8. Naval Theory and pressure (Alfred T. Mahon)
9. Growth of Inter-nationalism in the American mind.

B. Areas of American Imperialsim

1. Hawaii (annexed (1898)
2. Latin America (Monroe Doctrine - Pan Americanism)
3. China (Open Door Policy)
4. Spanish American War (1898)

a. causes
b. results
c. a needless war?

C. Results: U.S. becomes a colonial and world power.

VII. Foreign Policy of the Progressive Era 1900-1917

A. While progressive domestic policy was liberal, their foreign policy was strict and often times harsh toward others.

B. Major Foreign Policy Events

1. Phillippine Insurrection (1899-1902)
2. Panama Canal (Roosevelt)
3. Roosevelt Corrallary to the Monroe Doctrine
4. Open Door Treaty with a Growing Japan (1908)
5. Dollar Diplomacy (Wilson) - protecting American investments through intervention
6. Interventionism (in Latin America)
7. Problems with Mexico

VIII. U.S. and World War I

NOTE: As World War I is covered in the 10th grade World Problem Guide, one should concentrate on domestic problems during World War I.

A. Causes for U.S. entry

1. Unrestricted submarine warfare
2. Threat to National Security (Zimmerman note - Sabotage)
3. Russian Revolution (make world safe for democracy)
4. Economic and cultural ties with the allies
5. propaganda

B. The Home Front

1. selective service act (1917)
2. War industries board
3. War shipping board
4. Food Administration
5. Fuel Administration
6. "Liberty" bonds
7. Public Opinion (propaganda)

   a. committee on public safety
   b. 14 point plan: war arms

8. Internal security

   a. Espionage Act (1917)
   b. Sedition Act

C. From world involvement to isolationism: failure of the 14 point plan, the Treaty of Versaille on the League of Nations.

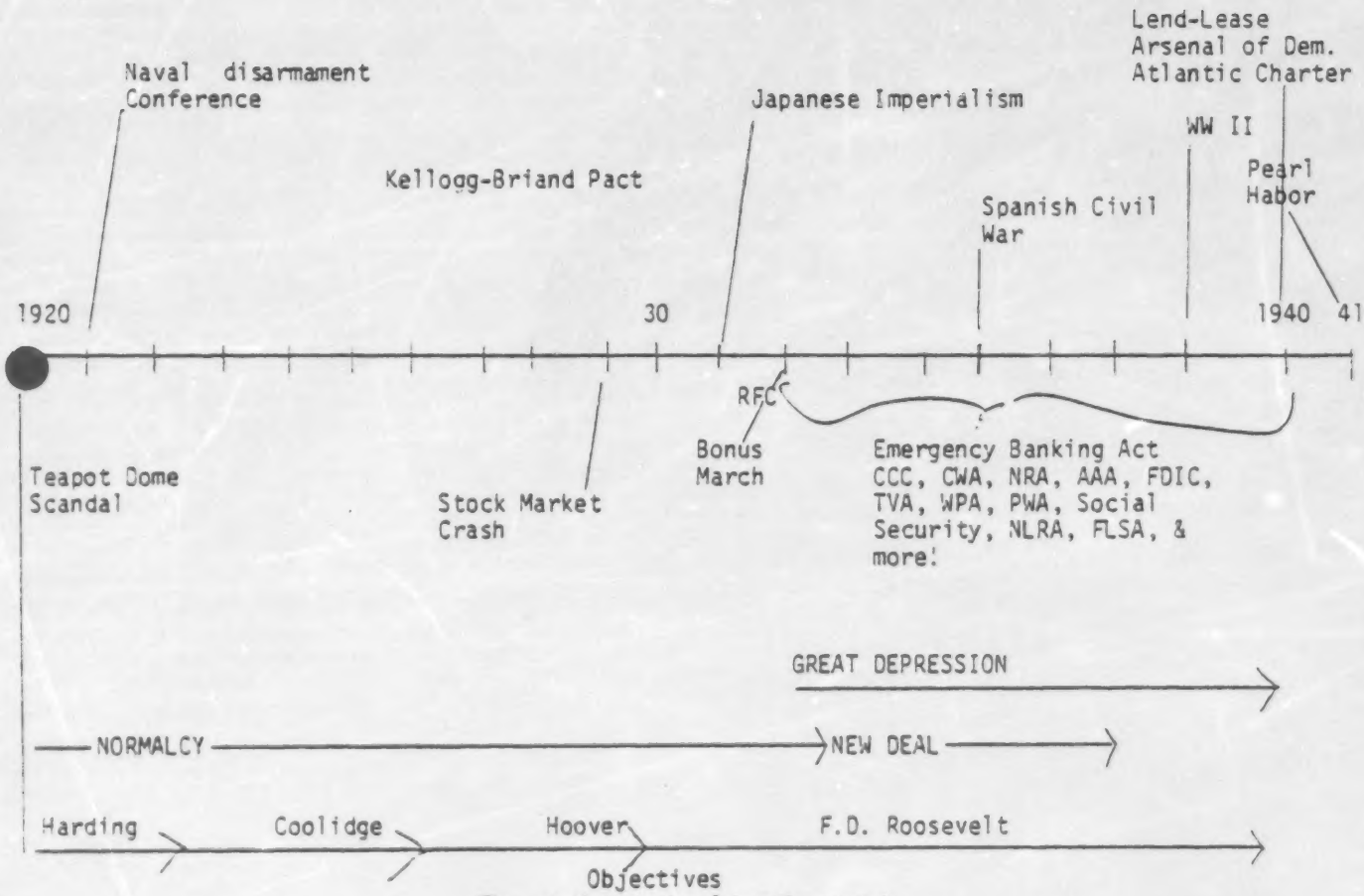
1. Wilson's plan beaten down by revengeful allies
2. League of Nations (Article 10) co-opted U.S. Sovereignty
3. Internal political pressure wanted a return to isolationism and "normalcy"

Vocabulary List
Unit VII

Alfred T. Mahon
Allies
armistice
Article 10
"Big Stick"
"Big Three"
bossism
Bull Moose Party
cease and desist order
Central Powers
city-manager government
Clayton Act (1914)
conservation
Cuba
David Graham Phillips
Democracy and Education
Democratic Socialism
Department of Commerce
Department of Labor
direct democracy
dollar diplomacy
Eighteenth Amendment
Elkins Act
Espionage Act
Eugene V. Debs
Federal Trade Commission (FTC)
Fourteen Point Plan
humanitarianism
Ida Tarbell
imbalance
imperialism
initiative
injunction
intellectuals
International Workers of the World (IWW)
Interventionism
isolationism
isthmus
John Dewey
lassiz-faire
Leaque of Nations
liable
liberalism
Liberty bonds
Lincoln Steffens
Maine
means of distribution
menas of production
muckrakers
National Park System
National Security
neutral
"New Freedom"
Newlands Act
Nineteenth Amendment
Open Door Policy
pacifism
Panama Canal
Phillipine Insurrection
Progressives
Progressivism
propaganda
Pure Food and Drug Issue
racism
rebates
recall
referendum
reformer
Roosevelt Corollary to the Monroe Doctrine
sabotage
Sedition Act
selective service
Seventeenth Amendment
Sixteenth Amendment
Smith-Hughes Act
Smith-Lever Act
sovereignty
Spanish-American War
spheres of influence
"Square Deal"
sweatshop
Teller Resolution
The Jungle
Theodore Roosevelt
Treaty of Versailles
trust busting
Underwood Tariff
Upton Sinclair
War Industries Board
War Shipping Board
William Howard Taft
Woodrow Wilson
Workmens compensation
World War I
wobblies
yellow journalism
Zimmermann note

Unit VIII

Return to "Normalcy" and Economic Collapse 1920-1941



Objectives

The students should understand:

1. That "normalcy", complacency and prosperty of the 1920's were important factors in contributing to the Great Depression.
2. That an anti-foreign attitude was part of our isolationist attitude.
3. Why groups of Americans used the same racist and economic arguments against new immigrants that were once used against them.
4. The causes and effects of the Great Depression.
5. That the New Deal was a continuation of the American Progressive reform movement.
6. The importance of various aspects of New Deal legislation dealing with employment, unionism, social security, government regulation of the means of production etc.
7. Arguments both for and against the growth of increased governmental intervention in the society.
8. Why the U.S. had to move from a policy of isolationsim to one of involvement in WW II.

I. President Harding and the Return to Normalcy or Farewell to Reform

A. Normalcy defined: reaction to reforms; desire to go back to a point in time more pleasant and ordered.

B. Normalcy in practice

1. Belief in laissiz-faire
2. Retreat into international isolationism
3. Suspicion of things foreign and different
4. Business as usual i.e. corruption in government
5. adjusting to a peace time economy

C. Implications of Normalcy

1. Belief in laissiz-faire means the end of government attempts at reform.
2. Retreat into isolationism leads to world instability in the inter-war years, protectionism.
3. Business as usual leads to cronyism and the Teapot Dome Scandal.
4. Adjusting to a peace time economy means unemployment and business slow down.
5. Suspicion of foreigners leads to persecution and prosecution (Red Scare and immigration laws)

D. Harding dies in August, 1923, succeeded by Calvin Coolidge.

II. Coolidge, Normalcy and Prosperity, 1923-1928

A. No fundamental change in the "normalcy" of Harding

B. Election of 1924: prosperity and easy republican victory in spite of Teapot Dome

Coolidge (Republican) vs. Davis (Democrat) vs. LaFollette (P)

C. Roaring 20's

1. Great expansion and introduction of consumer goods (auto's, radios, electrical appliances, movies etc.)
2. Get rich quick schemes were promoted, "buying on margin".
3. Economic materialism was widespread.
4. Organized crime brought about by prohibition

D. Some domestic actions or inaction of the Collidge years.

1. Reduced the national debt
2. Kept the tariff high
3. Cut taxes to the rich
4. Loaned money to European nations
5. Refused to give farmers "parity" set minimum prices for produce
6. No labor legislation passed
7. Many laws against foreigners were passed
8. Voted a "bonus" to World War I vets.

E. Some foreign actions of the Coolidge years

1. Loans to ease reparations
2. Naval disarmament agreement
3. Kellogg - Briand Pact

III. America and "Foreigners": A crucial issue in the 1920's and now.

A. Chinese Exclusion Act (1882)
B. Literacy Test Act (1917)
C. Immigration Act of 1921
D. Johnson Act (1924)

NOTE: The purpose of the above laws was to restrict undesirable immigration. Undesirable meaning non-white or those not from Northern and/or Western Europe i.e. Jews, slaves, Italians, etc.

E. Reasons for American Nativist (Racist) attitudes

1. economic competition
2. different cultures, languages, custom
3. fear of growing ethnic political power
4. isolationism
5. radical i.e. socialist ideas of newcomers

IV. Hoover, Normalcy and Depression 1928-1932

A. Beliefs

1. private property
2. private business
3. government aid to business
4. competition

B. Election of 1928, Prosperity Issue

Hoover (Republican) vs. Smith (Democrat)

C. Stock market crash of October 29, 1929: the beginning of the end to Normalcy.

1. Causes of the Great Depression

a. speculation in stocks that overvalued them - buying on margin (credit)
b. farm price depression for most of the decade, low farm prices discouraged production
c. insufficient credit for farmers and businessmen to operate successfully
d. productivity outstripped the workers ability to purchase: supply exceeded demand
e. protective tariffs cut down on trade and competition
f. unsound and reckless banking speculation

2. Role of Government was unproductive. They were unprepared to take necessary (drastic/radical) actions to aid recovery.

NOTE: "The fundamental business of the country is on a sound and prosperous basis" (Herbert Hoover)

D. Hoovarian attempts to END THE DEPRESSION

1. speeches on an upbeat note (prosperity is right around the corner, etc.)
2. raised tariffs on farm products

3. government would spend less
4. forgave foreign war debts to stimulate trade
5. (1932) Reconstruction Finance Corporation (RFC): relief help to business
6. sent the army against the veterans "Bonus" march (1932)

E. Depression creates a struggle

Liberals -------- ------- Conservatives

Government Action	Government In-Action

V. Another American Revolution(?): Franklin D. Roosevelt and the New Deal

A. Election of 1932

Hoover (Republican)	vs.	Roosevelt (Democrat)
16 million votes		23 million votes
59 electoral votes		472 electoral votes

B. Problems facing the new President

1. unemployment was about 25%, 12-15 million persons unemployed
2. banking crisis: 2/3 of the banks had been closed down, public confidence in them was shaken (panic)
3. farmers were going bankrupt by the thousands
4. public confidence in government was shaken, threat of radicalism and dictatorship

C. New Deal 1933-1936

1. Emergency Banking Act
   a. bank holidays declared
   b. ended the gold standard
   c. lent money to banks to regain solvency
2. Civilian Conservation Corps (CCC) created an army of conservation workers
3. Federal Emergency Relief Act: dollars to states to pay for work projects
4. Civil Works Administration (CWA): direct federal dollars for work relief on projects
5. National Recovery Act (NRA)
   a. set-up codes for business competition
   b. Section 7A gave workers the right to organize unions
   c. set minimum wages and hours
   d. ended child labor
6. Agriculture Adjustment Act (AAA)
   a. limited production on certain crops
   b. provided subsidies for <u>NOT</u> growing food

7. Glass-Steagall Banking Act

   a. set-up the Federal Deposit Insurance Corporation (FDIC)
   b. gave more power to the Federal Reserve Board to regulate banks

8. Tennessee Valley Authority (VA) rural electrification program
9. End of Prohibition: 21st Amendment

   a. provided jobs
   b. provided tax revenue

10. Expanded the RFC to give aid to both farmers and homowners instead of just Business
11. Works Progress Administration (WPA) put unemployed to work on public works projects (ended after one year)
12. Public Works Administration (Part of the NRA) took the place of the WPA
*13. Social Security Act (1935)

   a. retirement benefits
   b. survirors benefits
   c. provided for state unemployment insurance
   d. aid to dependent persons
   e. aid to disabled persons

14. Revenue Act of 1935

   a. high graduated income tax
   b. inheritance taxes
   c. corporation income taxes

15. Trade Agreements Act: allowed for reduction in tariffs on a reciprocal basis to stimulate foreign trade

D. The New Deal (1936-1939): Reaction, Set-Backs, Movement Forward

1. Roosevelt - Conservative, Liberal, Radical or what?

   a. Radical said the right; those who believed in <u>lassiz-faire</u> and Social Darwinism
   b. Conservative said the left. Reforms are not going for enough. Roosevelt is protecting the capitalists
   c. Roosevelt the balancer

2. Extremist fringe groups during the depression

   a. Francis E. Townsend

      1. $200/month pension for all citizens over 60 years old
      2. tax on business activity

   b. Huey P. Long ("Kingfish")

      1. "share the wealth" - guaranteed incomes for all
      2. "dictator" of Louisiana
      3. assassinated in 1935

   c. Father Charles E. Coughlin, the radio priest

      1. silver money and government control of resources
      2. anti-semitic

3. Conservatives lash out: The Supreme Court and the New Deal

   a. Schechter Poultry Corp. vs. U.S.: declared the NRA unconstitutional.
   b. U.S. vs. Butler: declared the AAA unconstitutional
   c. central questions in the 1930's

      1. How much commerce (inter-state) did congress have the power to regulate?
      2. How much power could the congress give the President? How much was too much?
      3. Should there now be a broad or strict interpretation of the constitution.

4. Partial Recovery and the Election of 1936

*Roosevelt (D)	vs.	Alf Landon (R)
New Deal Reforms		Lassisz-Faire High Tariffs

   *landslide - a mandate for the New Deal

5. The New Deal moves forward

   a. attempts to "reform" or "pack" the courts fail
   b. National Labor Relations Act (Wagner Act)

      1. gave all workers the right to join unions
      2. required business to recognize and negotiate collectively with unions
      3. created the National Labor Relations Board (NLRB) to oversee all labor/management problems
      4. considered by labor their Magna Carta (Great Charter)
      5. spurs the formation of the Congress of Industrial Organization (CIO): first successful industrial union in U.S. History. Organized by John L. Lewis of the United Mine Workers (UMW)

   c. "New" AAA (1935)

      1. limited specific farm production
      2. set-up grainstorage plans which farmers could use and borrow money against

   d. Fair Labor Standards Act (1938)

      1. allowed the government to set minimum wages (.25 hr. in 1938)
      2. set maximum hours of work (40 hrs.) in most industries. Requires overtime pay for more hours over 40.

E. New Deal: Success or Failure?

   1. New economic views created

      a. "Keynesian" economics (John Maynard Keynes) - that deficit spending was ok. Necessary for government to "pump prime".

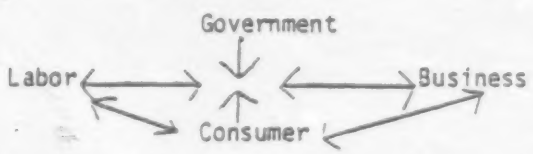
b. government action would stimulate production thus creating more income, coupled with progressive tax rates means more tax revenue to replace priming money.

2. Criticisms of the New Deal

a. broadened the uses and views on constitutional power, perhaps too much.
b. created a powerful federal bureaucracy which in time limits the powers of state and local government
c. very costly
d. didn't really end the depression. In 1941, 8 million still unemployed.
e. Roosevelt was too arrogant in his use and exercise of power

3. Accomplishments of the New Deal

a. restored public confidence in government, created regulated capitalism by maintaining private ownership coupled with public concern. Restored Balance in Society
b. solved the severe distress of the American farmer (long term solution will be in the form of foreign exports)
c. TVA was a success - will help develop the whole Tennessee Valley Area and will supply the power needed for the Oak Ridge atom bomb research for the Manhattan project.
d. new rights and advantages for working people - (labor laws etc.)
e. badly needed reforms in the areas of banking and security operations
f. changed the nations ideas about government, from a passive, perhaps uncaring, participant to a full-time partner. Birth of the concept of counter-vailing power.



4. The New Deal: Success or failure?

VI. From Isolationism To Concern To War: Foreign Policy 1931-1941

A. Post World War I Foreign Policy Contradictions

1. Isolationist sentiment after WW I
2. Some maintenance of empire
3. Working with nations for disarmament (1921) and peace (Kellogg-Briand Pact, 1928)
4. Keeping away from "real" efforts for peace in the League of Nations
5. Nye committee hearings 1934-1935
6. America first movement vs. committee to defend America by aiding the allies.

NOTE: Americans knew they must be involved, yet they didn't want to be. The old ways and old world ideas were safer then the new technologically threatening world.

B. Rise of Dictatorships

1. Soviet Union: Revolutionary Socialism and World Revolution (1917-)
2. Italian Fascism and Mussolini (1921)
3. Germany: National Socialism and Adolf Hitler (1933)
4. Rise of a military state in Japan

    a. relation with the U.S. (trade)
    b. aggression in Asia (1931)

C. Causes of World War II

1. Former allies (WW I) quarreled among themselves. This led to...
2. Ineffectiveness of the League of Nations
3. Democratic countries, particularly the U.S. kept to themselves (Isolationism)
4. Economic and finiancial breakdown in the world (Great Depression)
5. Rise of Totalitarian Government's in Italy, Germany, and Japan
6. Build-up of armaments to solve the depression problem of unemployment.
7. Bitterness over the Treaty of Versailles (revenge)
8. Aggressive moves by dictators allowed through a policy of appeasement.

D. War in Europe starts in September, 1939, U.S. proclaims NEUTRALITY

E. The U.S. moves towards war

1. External events change attitudes

    a. continued Japanese expansion in the Pacific
    b. German defeat of France (1940)
    c. Battle of Britain
    d. German invasion of Soviet Union

2. 1938, Roosevelt asks for $1 billion to increase the size of the Navy.
3. 1940, first peacetime conscription (draft) law passed.
4. Election of 1940: a referendum on war prepardness

    *Roosevelt (D) vs. Wendell Wilkie (R)

27,200,000 votes	vs.	22,300,000 votes
449 electoral votes		82 electoral votes

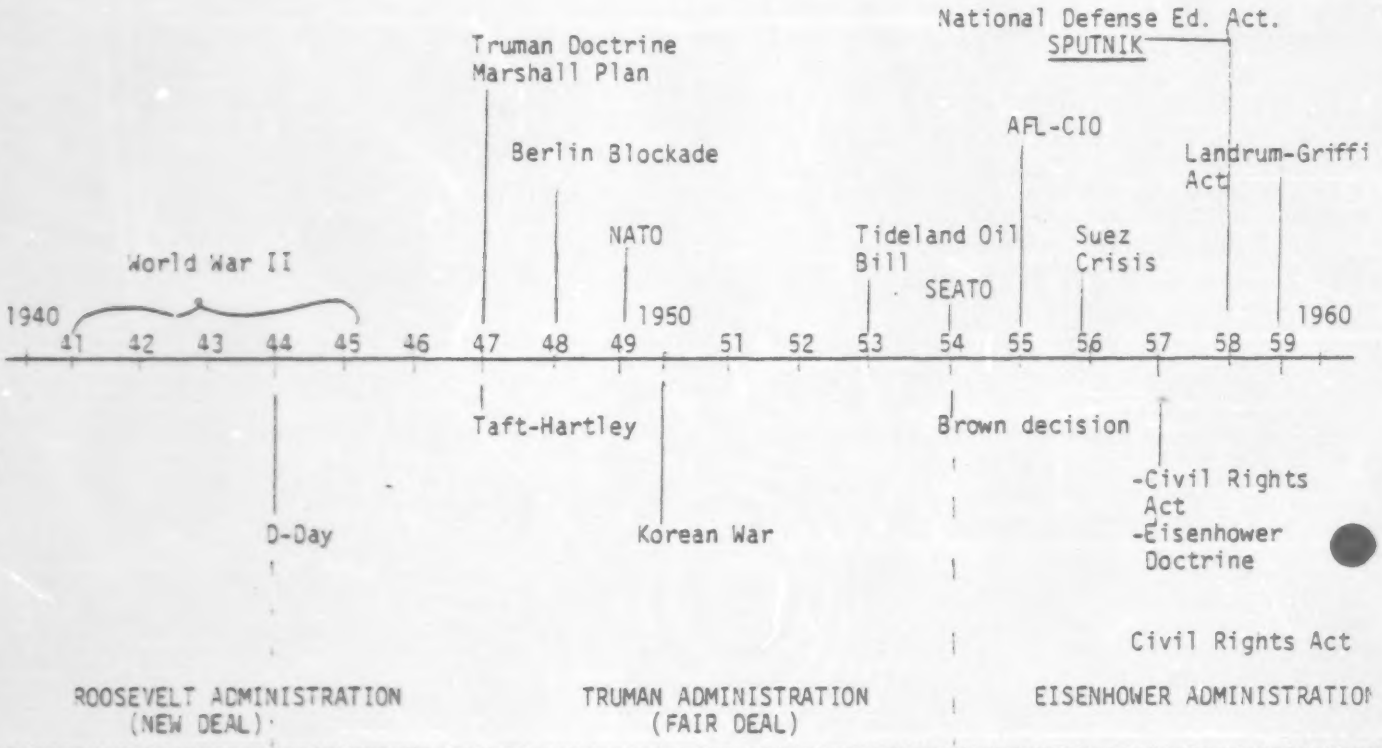
5. 1940 - Lend Lease, "The Arsenal of Democracy"
6. August, 1941, The Altantic Charter
7. December 7, 1941: Pearl Harbor, the beginning of Total War, the END OF THE GREAT DEPRESSION.

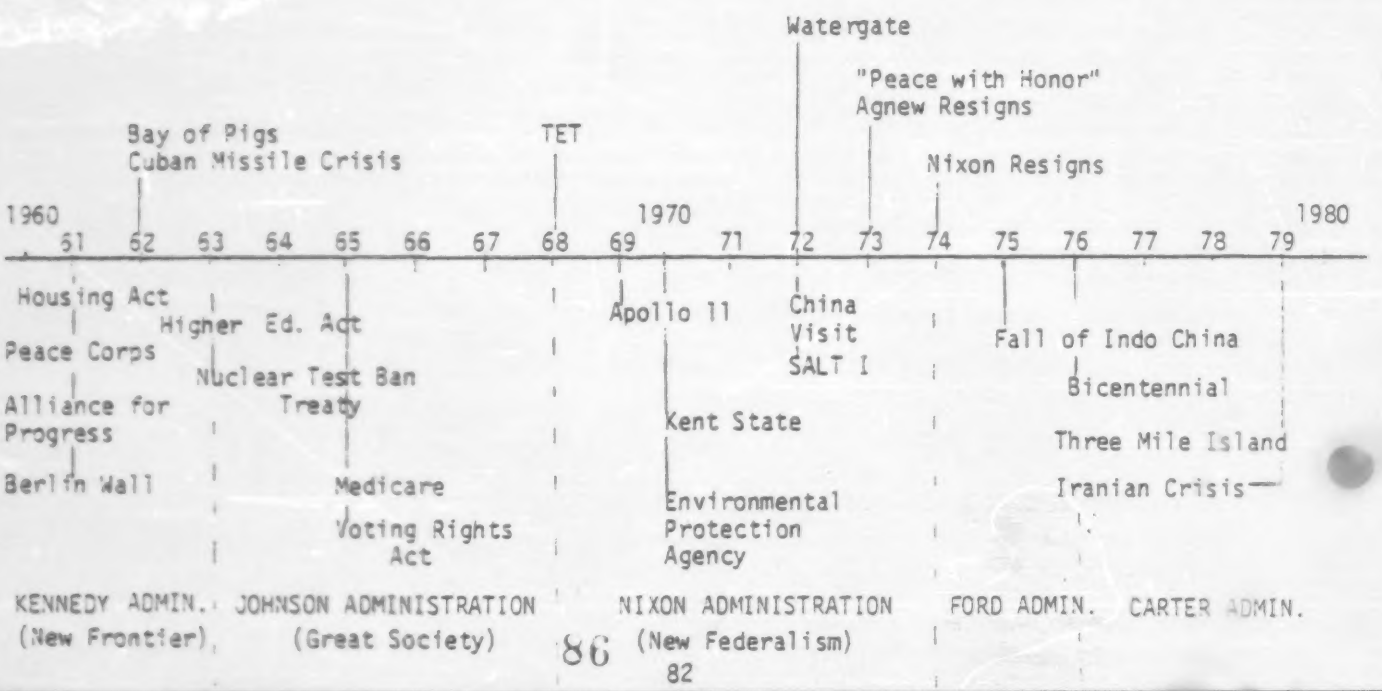
Vocabulary List
Unit VIII

Agricultural Adjustment Act (AAA)
appeasement
arsenal of democracy
Atlantic Charter
bank holiday
Blue Eagle
bonus march
buying on margin
Calvin Coolidge
Civil Works Administration (CWA)
Civilian Conservation Corp (CCC)
Congress of Industrial Organization (CIO)
consumer goods industry
counter-vailing power
courtpacking
cronyism
disillusionment
Emergency Banking Act
Fair Labor Standards Act
Federal Deposit Insurance Corporation (FDIC)
fireside chat
Franklin D. Roosevelt
Glass-Steagall Banking Act
Good Neighbor Policy
Great Depression
Herbert Hoover
Huey Long
Immigration Act (1921)
insolvent
John L. Lewis
Kellogg-Briand Pact
Keynesian economics
Lend-Lease
Literacy Test Act (1927)
National Labor Relation Act (NLRA)
National Recovery Act (NRA)
Nativism
New Deal
Normalcy
Nye Committee (1934-35)
pariety
Pearl Harbor
prohibition
protectionism
Public Workds Administration (PWA)
pump prime
racism
Reconstruction Finiance Corporation (RFC)
Red Scare
"Roaring 20's"
speculation
Social Security Act
solvency
stock market crash
Teapot Dome
Tennessee Valley Authority (TVA)
totalitarianism
Twenty-first Amendment
undesirable
Wagner Act
Warren Harding
Works Progress Administration

UNIT IX

World and Domestic Problems and Developments 1940-Present





Unit IX

Objectives
The student should understand:

1. The implications of total war and the national resolve and determination of Americans in World War II.

2. The nature of the Cold War and itseffects on American foreign policy and domestic politics in particular.

3. Some development within the labor movement post World War II.

4. The nature and reasons for the Civil Rights Movement, the Anti-War Movement, and the Women's Movement.

5. That "extremism in defense of liberty" is a contradiction in terms.

6. The nature and successful constitutional resolution of the Watergate scandal.

7. The pros and cons of current political issues and developments (ERA; defense spending; energy policy; birth control; etc.)

I. Total War: 1941-1945

A. December 7, 1941: Pearl Harbor

B. Global War: Manpower

1. Selective Service Act changed to include more persons
2. Late 1942, women were allowed to join.

   a. Womens Auxiliary Army Corp (WAAC's)
   b. Women Accepted for Volunteer Emergency Service (WAVES)

3. Black and Japanese Americans were involved in the fighting to some extent.
4. New military command operations were organized with liaison to the allies.

C. Global War: Production, Finance and Government Control

1. War Production Board (WPB): to plan and monitor production
2. Office of War Mobiliation

   a. planned production
   b. allocated raw materials
   c. issued war contracts
   d. built war plants
   e. stockpiled raw materials
   f. provided for the manufacture of synthetic materials

3. National War Labor Board (NWLB)

   a. power to limit strikes
   b. oversaw the new 40-hour work week and overtime pay provisions passed by Congress

4. Office of Prince Administration (OPA)
5. Paying for the War

   a. higher income taxes and withholding laws
   b. luxury and excise taxes
   c. war bond sales
   d. borrowing from finance institution

6. Office of War Information (OWI) and Office of Censorship: Purpose, to control the news and limit information to the enemy

7. Internment of Japanese Americans in "re-location" camps. Greatest single taking away of the rights of people in American history.

D. Military Actions in World War II

NOTE: A brief outline of military actions has been included. Expand as desired.

1. European strategy and battles

a. Stalingrad
b. North Africa
c. Sicily
d. Italy
e. D-Day (June 6, 1944)
f. Victory in Europe

2. Pacific strategy and battles

a. Coral Sea
b. Midway Island
c. Island Hopping
d. victory in the Pacific, the birth of the atomic age

II. Wartime Planning For A Post War World

A. Atlantic Charter (August, 1941)

B. Yalta Conference (February, 1945) the division of Europe

C. Dumbarton Oaks (1944), planning the United Nations

D. United Nations (San Francisco, 1945)

E. Potsdam Conference (July - August, 1945)

F. End of World War II and the beginning of the Cold War

III. Truman Administrations: 1944-1952

A. Domestic Issues

1. A continuation of New Deal policies
2. Peacetime demobilization and returning veterans; the G.I. Bill
3. Economic problems

a. end of government controls
b. switch to consumer goods production
c. accompanying inflation
d. post war unemployment
e. labor union demands for higher wages; strikes

4. Conservative reaction and post war attempts to return to "normalcy"

a. Taft-Hartley Labor Management Act (1947)

1. ended the closed shop
2. 60 day waiting period before a contract between labor and management could be terminated
3. permitted injunctions to delay (for 80 days) strikes affecting national welfare
4. government employees did not have the right to strike
5. unions had to register with the Secretary of Labor and file financial reports
6. union leaders had to sign statements affirming they were not communists

b. reduced taxes, especially for higher incomes
c. decreased aid to farmers
d. failed to raise minimum wage laws

5. Truman and Civil Rights (January, 1948) protection for blacks

a. federal government should protect them from lynching
b. everyone should have a right to hold a job regardless of race or religion
c. equal access to transportation in inter-state travel
d. right to vote should be protected

6. Political and Governmental reform

a. Presidential Secession Act (1947)
b. Hoover Commissioner on government reorganization
c. Twenty-second Amendment (proposed 1947, effective 1951)

7. Election of 1948: A Truman Upset?

Democrats vs.	Dixiecrats vs. (States Rights)	Progressives vs.	Republican
Harry Truman	Strom Thurmond	Henry Wallace	Thomas Dewey

8. The "Fair Deal": major proposals (in 1949 State of Union message) included:

a. repeal of Taft-Hartley
b. raising the minimum wage from .40 to .75 per hour
c. continued farm price supports through limits on production and pariety
d. expansion of federal aid for housing and urban renewal
e. extension and expansion of coverage of the Social Security Act
f. Civil Rights legislation

1. integration of armed forces
2. expansion of the Fair Employment Practices Committee (established during World War II to provide employment to blacks in industries receiving federal contracts)

9. Obstacles to the Fair Deal

a. Korean War (1950)
b. opposition of Southern Democrats (Dixiecrats) and Republicans
c. problem of internal security

1. Truman loyalty oath (1947)
2. Internal Security Act (1950)

B. Foreign Issues

NOTE: Because the Cold War and the emerging U.S. role in the post war world is covered in the 10th grade World Problems Curriculum, the following should be used at instructors discretion in terms of extent and depth of material covered.

1. The Cold War: U.S. vs. U.S.S.R.

   a. Truman Doctrine (1947); containment
   b. European Recovery Program, the Marshall Plan (1947)
   c. Point Four Program (1949)
   d. Soviet take over of Czechoslovakia (February, 1948)
   e. Berlin Blockade (1948)
   f. National Security Act (1947)

      1. Department of Defense
      2. National Security Council

   g. Post War Selective Act
   h. North Atlantic Treaty Organization, NATO (1949)
   i. nuclear arms race

2. The Far East

   a. Communist Chinese victory over the Nationalists (1949)
   b. Korean conflict: A U.N. war of containment

3. Impact on domestic politics and policies

   a. Truman loyalty oath (1947)
   b. McCarran Internal Security Act (1950) required all "communist front" organizations to register with the Attorney General (F.B.I.)
   c. state loyalty oaths
   d. "McCarthyism" and another red scare
   e. enforcement of the Smith Alien Registration Act (1940)

NOTE: The Smith Act forbade any person to teach the desirability of overthrowing the government by force. Used to convict members of the communist party.

   f. creation of the office of Defense Mobilization
   g. creation of the office of Price Stabilization and the Wage Stabilization Board
   h. decline in democratic popularity

      1. unpopularity of the Korean War
      2. scandals in the Truman administration
      3. Kefauver committee revelation of democratic links to organized crime in several large cities
      4. government seizure of steel mills during the 1952 strike

IV. The Eisenhower Administrations: 1953-1961

A. Election of 1952

1. Democrats vs. Republicans

   Adlai E. Stevenson — Dwight Eisenhower and Richard Nixon

2. Reasons for Republican victory

   a. "Trumanism" had been associated with corruption and inefficiency

b. Korean War and "Ikes" pledge to "go to Korea"
c. popular suspicion (McCarthyism) that Democrats were "coddling" communists in government posts
d. "time for a change" (Democrats had held power since 1933)
e. Eisenhowers personal popularity as war hero

B. Domestic Front

1. Abolition of wage and price controls
2. Budget and general tax reductions
3. Tideland Oil Bill (1953) handed over costal states rights to off-shore oil for exploitation by private interests
4. St. Lawrence Seaway (May, 1954)
5. "McCarthyism", loyality, and internal security
6. Agricultural Act (1956)

a. soil bank program paid farmers for removing marginal land from cultivation
b. raised price supports to 82.5-85% of pariety

7. Merger of the A.F.L. and C.I.O. to bolster union activities
8. Raising the minimum wage to $1.00 per hour
9. Start of the Inter-state highway system (1956)
10. Civil Rights

a. Brown vs. Board of Education of Topeka, Kansas (1954) reversed Plessey vs. Ferguson (1896) on the concept of "separate but equal" (equal protection clause, 14th amendment)
b. Little Rock, Arkansas (1957): Federal troops to desegregate schools
c. Montgomery, Alabama bus boycott (1956): Martin Luther King, Jr. and the birth of the black civil rights movement
d. Civil Rights Act of 1957

1. first Civil Rights Act since reconstruction
2. created the Civil Rights Commissioner to investigate voting rights complaints
3. empowered the Attorney General to use injunctions in voting rights areas

11. Landrum - Griffin Act (1959): forced unions to report their membership and finances, outlawed secondary boycotts, etc.
12. Civil Rights Act (1960): allowed the appointments of federal references to aid blacks in registering for and voting in federal elections.
13. Admission of Alaska (July, 1958) and Hawaii (March, 1959) to the Union.
14. National Defense Education Act (1958): a reaction to Sputnik, emphasis on science, math and technical areas.

C. Foreign Issues

1. John Foster Dulles and "massive retaliation"
2. Southeast Asia Treaty Organization, SEATO (1954); French defeat in Indo-China (Vietnam)
3. Death of Stalin and the "Spirit of Geneva" summit conferences
4. Suez Crisis (1956)

5. Eisennower Doctrine (1957) and intervention in the Middle East (Lebanon, 1958)
6. Armaments race

   a. Inter-Continental Ballistic Missles (ICBM's)
   b. hydrogen bomb

7. Space race: Soutnik (1958)
8. Fidel Castro and revolution in Cuba (1959)

V. John F. Kennedy and the "New Frontier" (1961-1963)

A. Election of 1960

1. Democrats vs. Republicans

   John F. Kennedy — Richard Nixon
   Lyndon Johnson — Henry Cabot Lodge

2. Reasons for Democratic victory

   a. national recession in 1960 blamed on Eisenhowers "tight money" policies
   b. belief that the U.S. had fallen behind the soviets in military might and space technology
   c. Nixon-Kennedy television debates favored Kennedy in the public perception

B. Domestic Issues, Problems, Solutions

1. Extension of unemployment benefits during the recession
2. Depressed Areas Bill (1961) to pay for projects in areas of persistent unemployment
3. New minimum wage bill

   a. raised from $1.00 to $1.25 per hour over two years
   b. extended coverage to 3.6 million workers mostly in the retail trades areas

4. creation of the food-stamp program to distribute surplus agricultural goods to depressed areas
5. Housing Act (1961) for urban renewal and historic conservation
6. Higher Education Act (1963)
7. Proposal for Medicare (defeated by Congress)
8. "Kennedy tax cut" produced the largest uninterrupted business boom in U.S. history

NOTE: On the other hand, the 1964 federal budget showed a $12 billion deficit

9. Civil Rights Movement (1960-1963)

   a. Greensboro, North Carolina (1960) - sit-ins at lunch counters
   b. formation of the Student Non-Violent Coordinating Committee (SNCC), (April, 1969)
   c. Congress of Racial Equality (CORE) freedom rides (1961)
   d. admission of James Meredith to the University of Mississippi under federal order with federal troop protection

e. march on Birmingham, Alabama (Aoring, 1963)
f. Kennedy proposed Civil Rights legislation

1. guarantee equal access to all public accommodations
2. empower the Attorney General to sue to enforce the 14th and 15th Amendments
3. forbid discrimination in state programs
4. outlaw discrimination in unemployment and voting

NOTE: This proposal was blocked by southern congressmen until after Kennedy's death. Passed in 1964 during the Johnson administration.

g. march on Washington (August, 1963): Martin Luther King, Jr., "I have a dream" speech.

10. Supreme Court (Earl Warren)

a. ruled (June, 1962) that nonsectarian prayer in public schools violated the 1st amendment
b. ruled (June, 1963) that prayer and or recitation from the Bible in public schools was unconstitutional
c. Reapportionment (February, 1964): "one many, one vote"

C. Foreign Issues and Problems (1960-1963)

1. Peace Corps (March, 1961)
2. Alliance for Progress (August, 1961), aid for Latin America
3. Space Race; Projects Mercury, Gemini and Apollo
4. Berlin Wall (1961)
5. Africa

a. Algeria
b. Congo

6. Cuba

a. Bay of Pigs Invasion (December, 1962)
b. Cuban Missile Crisis (October, 1962)

7. Arms race and control

a. Nuclear Test-Ban Treaty (1963)
b. "hot-line" (1963)
c. cooperation in space (1963)

8. Growing problems in Asia

a. "neutralization" of Lao's (1961)
b. Vietnam: 16,000 military advisors sent in to stabilize the area
c. Indonesia uprisings
d. China vs. India

IV. President Lyndon B. Johnson and the "Great Society": Triumph and Tragedy (1963-1968)

NOTE: On a political trip in the Fall of 1963, President Kennedy was assassinated in Dallas, Texas (November 22, 1963). According to the Warren Commission, Lee Harvey Oswald, "acting alone and without advice or assistance" was the assassin. Oswald was killed on November 23, 1963. There has been much discussion and controversy over the findings of the Warren Report.

A. The Kennedy Program carried forth

1. "War on Poverty" declared on January 8, 1964
2. Civil Rights Act of 1964, the Kennedy proposal realized
3. Economic Opportunity Act (designed to implement the "war on poverty"

    a. domestic peace corps (VISTA)
    b. Job Corps
    c. office of Economic Opportunity created

4. Other measures

    a. Food Stamp Plan (August, 1964)
    b. Wilderness Act (September, 1964)

B. Election of 1964

Democrats	vs.	Republicans
Lyndon Johnson		Barry Goldwater
Hubert Humphrey		William Miller

NOTE: Up until the Nixon-McGovern election (1972) this was the most decisive political defeat in U.S. history. Goldwater was seen as an ultra-conservative by many, who when offered, "a choice, not an echo," choose to repudiate the candidate who claimed, "extremism in defense of liberty, is no vice." Subsequently, many of the ideas that Goldwater advocated, especially in the foreign policy area were carried out by President Johnson.

C. Domestic Issues: the Great Society-1964-1968

1. The Program

    a. Medicare (passed April, 1965)
    b. increased aid to education (Education Bill, April, 1965)
    c. change in Taft-Hartly to rescind the section allowing states to pass right-to-work laws (failed)
    d. extension of minimum wage laws
    e. revision of immigration laws (1965), end of national quotas; entry based on family and skills
    f. aid to Appalachia (Appalachin Bill, March, 1965)
    g. job training programs (Job Corps)
    h. conservation and anti-pollution measures
    i. creation of Housing and Urban Development Department (H.U.D.)
    j. support for the arts
    k. beautification programs

2. Civil Rights

    a. ratification of the 24th amendment (January, 1964) outlawing the poll tax as a voting requirement in federal elections
    b. Civil Rights Act of 1964
    c. Voting Rights Act (August, 1965), eliminated all qualifying tests for voting

3. The Revolution of rising expectations: domestic turmoil, questioning, and the downfall of the Johnson administration

NOTE: The tragedy of the Johnson administration, unquestionably was the War in Vietnam. The inability of the government to provide both guns and butter while raising the aspirations of the American people was the ultimate downfall.

a. the flaming cities (Watts, 1965; Detroit, 1967; etc.)
b. Stokely Carmichal (SNCC) and "Black Power" (1966), a turn towards the left.
c. Black Panthers (1968)
d. assassination of Martin Luther King, Jr. (1968)
e. rise of the Indian movement (AIM); example: occupation of Alcatraz (1968)
f. rising expectations of Mexican and Spanish speaking Americans
g. "Youth Revolution"

1. "leftists and hippies"
2. "The New Left"
3. formation of students for a Democratic society (SDS), (1960)
4. Free Speech Movement, Berkeley (1964)
5. Anti-War Movement
6. the "Weathermen"
7. "Kent State" (1970)

h. "Womens Liberation": rebirth of the womens movement (1960's and 70's)

1. commission on the Status of Women (1961)
2. Equal Pay Act (1963)
3. Civil Rights Act (1964) included the word "sex"
4. Betty Friedan and the National Organization for Women (NOW), (1966)
5. proposed Equal Rights Amendment (August, 1970)

D. Foreign Policy: The overriding problem - Vietnam

1. Gulf of Tonkin resolution (1964)

a. "Resolved by the Senate and the House of Representatives...in Congress assembled, that the Congress approves and supports the determination of the President, as Commander-in-Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.

b. a presidential deception

2. Operation "Rolling Thunder": massive saturation bombing against North Vietnam and supply routes.
3. Large scale American troop commitments: April, 1965-1968

NOTE: June,1965 - 50,000 troops
August,1965 -170,000 troops
June,1966 -270,000 troops
December,1966 -380,000 troops
1967 -480,000 troops
1968- 500,000+troops

4. Chemical defoliation (Agent Orange)

5. Internal instability in Vietnam
6. Tet offensive (January, 1968): the apparent failure of American efforts.
7. Internal political dissent

    a. anti-war, anti-draft movement
    b. hawks vs. doves
    c. Vietnam Veterans against the war
    d. Eugene McCarthy
    e. Robert F. Kennedy (assassinated June, 1968)

8. The role of the media and public perception
9. March - April, 1968: a change in policy, a call for negotiations, and the end of the Johnson administration.

VII. The Nixon Administration 1969-1974

A. Election of 1968

Democrats	vs.	Republicans	vs.	American Independent
Hubert Humphrey		Richard Nixon		George Wallace
Edmund Muskie		Spiro Agnew		Curtis Lemay

B. Domestic problems and issues

1. Law and order, a major Nixonian theme
2. Lessening of government control of the economy: inflation
3. A moment of tranquility: America lands on the moon (Apollo 11, July, 1969)
4. Supreme Court changes character

    a. Warren Buger, a law and order advocate, the new Chief Justice (1969)
    b. Harry Blackmun (1970)
    c. Lewis Franklin Powell, Jr. (1971)
    d. William H. Rehnquist (1971)

5. First federally guaranteed minimum income law enacted by Congress (1972) to help those on Social Security with an automatic escalator clause.

6. The "New Federalism": Revenue sharing with state and local governments.
7. Creation of the Environmental Protection Agency (1970)
8. Clean Air Act (1970)
9. Clean Water Act (1972) passed over Presidential veto
10. Domestic turmoil continued

    a. anti-war protests
    b. Kent State (1970)
    c. growth of the radical left

11. Wage and Price Controls (1971), ended January, 1973
12. Attacks on the media

C. The Foreign Front

1. Vietnam policy of Nixon-Kissinger

a. Vietnam as a civil war
b. "Vietnamization" policy (1969): troop withdrawal plans
c. Guam doctrine (July, 1969): "Asian solutions to Asian problems
d. invasion of Cambodia (1970)
e. continued bombing of North Vietnam (1972)
f. Paris Peace Talks
g. "Peace with Honor" (1973)

2. The China Initiative 1970-71

a. July, 1971, Kissinger secret visit to the Peoples Republic of China.
b. Nixon China visit (February, 1972)
c. end of our two-China policy

3. Moscow Summit (May, 1972)

a. commerce deals
b. troop - reduction agreements (Europe)
c. SALT topics

4. Relation with Europe
5. Relation with Latin America
6. Arab - Israeli War (October, 1973); the oil boycott: beginning of the energy crisis.

NOTE: On June 17, 1972, five men were caught breaking in to the Democratic party's national headquarters in the complex in Washington, D.C. (Watergate) Deplored by the Nixon administration as a "third rate burglary", futile attempts by George McGovern were made to capitalize on this in the election (of 1972). The Watergate breakin and arrests along with subsequent investigation into all areas of the Nixon administration results in what has to be the greatest political scandal in American history.

D. Watergate: The end of the Nixon Administration

1. The Imperial Presidency

a. impoundment of funds
b. executive privilege
c. presidential prerogatives
d. covert activities

2. Election of 1972

Democrats	vs.	Republicans
George McGovern		Richard Nixon
Sargent Shriver		Spiro Agnew

3. Watergate breakin and arrests
4. The cover-up and the unraveling

a. Judge Sirica and the McCord revelations
b. role of the media
c. Senate Watergate hearings
d. White House tapes

e. Agnew resignation (October 10, 1973), Gerald Ford the new Vice President
f. "Saturday Night Massacre" (October, 1973)
g. House Judiciary Committee impeachment hearings
h. Nixon resignation (August 8, 1974)

VIII. The Ford Presidency (1974-1977)

A. Continuation of Nixonian Foreign and Domestic Policies

B. Nixon pardon (September 9, 1974)

C. Conflicts with Congress

D. Freedom of Information Act

E. Wip inflation now (win) campaign

F. Nelson Rockefeller as Vice President

G. CIA and FBI investigations and revelations

H. Fall of Indochina (April 29. 1975)

I. Growing national distrust of government.

J. Bi-centennial (July 4, 1976)

IX. The Carter Administration (1977-)

A. Election of 1976

Democrats	vs.	Republicans
Jimmy Carter		Gerald Ford
Walter Mondale		Robert Dole

B. The Home Front (1977-1980)

1. Attempts to restore trust in government
2. Federal Department of Energy

a. energy and inflation
b. failure to enact national energy policy
c. nuclear power debate

1. pros vs. cons
2. Three Mile Island (1979)

3. Department of Education created
4. Department of Human Resources (old HEW)
5. Extension of ratification of the Equal Rights Amendment
6. Recession of 1980
7. Peace-time (draft) registration

C. Foreign Front (1977-1980)

1. Human rights issues
2. Panama Canal Treaty

3. Salt II
4. Camp David accords
5. Recognition of People Republic of China
6. Iranian Revolution
7. Soviet invasion of Afganistan
8. U.S. 1980 Olympic Boycott
9. Crisis in American Foreign Policy?

D. Election of 1980: An agenda for the 1980's?

Democrats	vs.	Republicans
Jimmy Carter		Ronald Reagan
Walter Mondale		George Bush

Vocabulary List

Unit IX

Adlai Stevenson
AFL-CIO
agent organge
Alliance for Progress
American Independent Party
American Indian Movement (AIM)
Atlantic Charter
Barry Goldwater
Bay of Pigs
Berlin Airlift
Black Panthers
Black Power
Brown vs. Board of Education (1954)
Camp David Accords
civil rights
Civil Rights Act (1964)
Clean Air Act (1970)
Clean Water Act (1972)
closed shop
Cold War
Commission on the Status of Women (1961)
Congress of Racial Equality (CORE)
cooling-off period
covert activity
Cuban Missile Crisis
D-Day
demobilization
Department of Education
Department of Human Resources
discriminiation
Dixiecrat
doves
Dwight D. Eisenhower
Earl Warren
Earth Day
Edmund Muskie
Eisennower Doctrine
Environmental Protection Agency (EPA)
equal access
Equal Rights Amendment (ERA)
Eugene McCarthy
excise tax
executive privilege
"Fair Deal"
Fidel Castro
food stamps
Freedom of Information Act
freedom riders
G.I. Bill
George Bush
George McGovern
George Wallace
Gerald Ford
"Great Society"
Gulf of Tonkin Resolution (1964)
"guns and butter"
H.U.D.
Harry Truman
hawks
Henry Kissinger
Higher Education Act (1963)
hippie
Hoover Commission
hot line
Hubert Humphrey
"Imperial Presidency"
impoundment of funds
integration
Inter-continental ballistic missile (ICBM)
internment
island hopping
Jimmy Carter
Job Corps
John F. Kennedy
Judge John Sirica
Kent State

Vocabulary List
(Contd.)

Unit IX

Korean War
Landrum-Griffin Act (1959)
loyalty oaths
luxury tax
Lyndon B. Johnson
Marshall Plan
Martin Luther King, Jr.
McCarthyism
Medicare
National Defense Education Act (1958)
National Organization of Women (NOW)
National Security Act (1947)
NATO
"New Federalism"
"New Frontier"
neutralization
Nuclear Test Ban Treaty
Office of Economic Opportunity
Office of Price Administration (OPA)
"one man-one vote"
Panama Canal Treaty
Peach Corp
"peace with honor"
Plessey vs. Ferguson (1896)
poll tax
Potsdam Conference
Project Apollo
Project Gemini
Project Mercury
re-apportionment
"relocation" camps
Revenue Sharing
Richard Nixon
rising expectations
Robert F. Kennedy
Ronald Reagan
SALT
"Saturday Night Massacre"
SEATO
segregation
Senate Watergate Committee
"Spirt of Geneva
Spiro T. Agnew
Sputnik (1958)
stabilize
Student Non-Violent Coordinating Committee (SNCC)
Students for a Democratic Society SDS
summit conference
Taft-Hartley Act (1947)
Tet Offensive
Thomas Dewey
Three Mile Island
tranquility
Truman Doctrine
United Nations
urban renewal
VE Day
Vietnam
Vietnamizations
VJ Day
Voting Rights Act (1965)
Walter Mondale
"War on Poverty"
Warren Burger
Warren Commission
Watergate
Women Accepted for Volunteer Emergency Service (WAVES)
Womens Auxiliary Army Corp (WAAC)
womens liberation
Yalta Conference
youth revolution

SECTION II

Topical Approach Outline

Unit I. Development of Our National Heritiage (4 weeks) Page

A. Colonial America

1. Colonial Society
2. Religious Developments
3. Colonial Regionalism

B. Democracy in America

1. Mayflower Compact
2. Colonial Charters
3. Fundamental Orders of Connecticut

C. Birth of a Nation

1. Causes of the American Revolution
2. Declaration of Independence
3. U.S. Constitution and the Bill of Rights

D. Growth of a National Spirit

1. Jefferson vs. Hamilton
2. Surge of Nationalism
3. Expansion and Sectionalism

Unit II. Internal Crises and Turmoil (6 weeks) Page

A. Birth of Political Parties

1. Federalists
2. Anti-Federalists (Republicans)
3. Republicans

   a. National Republicans (Whigs)
   b. Democratic Republicans (Jacksonian Democracy)

4. Lincoln's Republicanism
5. Populists
6. Progressive Party
7. Socialist/Communist Parties
8. Other Third Party Movement

B. Civil War and Reconstruction

1. Nullification, Dissension and Secession
2. Triumph of the North
3. Resurgence of the South
4. Civil War Amendments

C. Immigration and Nativism

1. Immigration to 1760
2. Immigration to 1850
3. Immigration to 1920
4. The New Immigrants
5. Nativist Ideas

D. Great Depression and the New Deal

1. Life in the 1920's
2. Women's Suffrage
3. Prohibition
4. Stock Market Crash
5. F.D.R. and the New Deal 1933-1936
6. F.D.R. and the New Deal 1936-1939

E. Recent Unrest

1. Civil Rights Movement
2. Student's Rights and the 26th Amendment
3. Anti-War Movement
4. Women's Movement and the Equal Rights Amendment
5. Watergate and its aftermath

Unit III. Industrial Development in the United States (4 weeks) Page

A. Colonial Economy and Industry

1. Farming and Fur Trading
2. Lumbering and Shipbuilding
3. Other Industries
4. Labor, Commerce and Trade

B. Development of Transportation and Communication

1. Pre-Civil War Transportation and Communications
2. Transportation and Communication 1860-1914

C. America's Industrial Revolution

1. Industry and Industrialists
2. Inventions and Inventors

D. Labor and Labor Unions

1. Apprenticeships
2. Knights of Labor
3. American Federation of Labor
4. Congress of Industrial Organizations
5. International Workers of the World
6. AFL-CIO

Unit IV. United States Foreign Affairs 1776-1914 (4 weeks) Page

A. Foreign Policy 1776-1860

1. North-West Territories
2. Louisiana Purchase
3. Acquisition of Florida
4. Monroe Doctrine
5. Annexation of Texas
6. Mexican American War
7. California
8. Pacific Northwest

B. Foreign Policy 1860-1914

1. Foreign Affairs during the Civil War and Reconstruction
2. Purchase of Alaska
3. Annexation of Hawaii
4. Spanish American War
5. Platt Amendment
6. Roosevelt's Corollary
7. Panama Canal

Unit No. I

Title: Development of Our National Heritage

Topic: A. Colonial America

1. Colonial Society
2. Religious Developments
3. Colonial Regionalism

Objectives:

To Understand:
- The rise of the British Empire in North America
- The economic motives for British colonization
- The religious motives for British colonization
- The close relationship that exists between geography and economic development
- Why colonists left their original settlements and moved to other areas for economic or religious reasons
- How geography affected the social life in the colonies

Vocabulary:

Tudors	Mercantilism	Parliament
Anglo-Hispano	Stuarts	Salutary Neglect
Colonial	Armada	Purse Strings
Angelican	Glorious Revolution	Libel
Separatists	Bondage	Mennonite
Puritans	Bog Iron	Moravians
Patriotism	Aristocracy	Privy Council
Empire	Sectarian	Triangular Trade
Legislature	Bread Colonies	

Audio-Visual Aids:

American Heritage: Colonial America (5 filmstrips)

Pageant of America:
War for Empire
The Story of the American Indian
European Explorers Discover a New World
The English Colonies in North America
Life in Colonial America

Unit No. I — Title: Development of Our National Heritage

Topic: B. Democracy in America

1. Mayflower Compact
2. Colonial Charter
3. Fundamental Orders of Connecticut

Objectives:
- The significance of colonists being granted the rights of Englishman
- Failure of England to develop a consistent colonial policy
- How economic sanctions restricted colonial government
- Colonial opposition to the attempt to deprive them of any voice in the government
- Colonist's reaction to Salutary Neglect

Vocabulary:

Bicameral
Royal Colony
Proprietary Colony
Corporate colony
Assembly
Charter
Compact
Self-government
Company
Pilgrims
Great Migration

Audio-Visual Aids:

Transparencies: (AEVAC, Inc.)
- Colonial Government
- Colonial Democracy-Rights of Englishmen
- Colonial Democracy-Representative Government
- Religious Freedom
- Obstacles to Democracy
- Problems of Representation
- British Interference in Colonial Government
- Colonial Punishment

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Unit No. I Title: Development of Our National Heritage

Topic: C. Birth of a Nation

1. Causes of the American Revolution
2. Declaration of Independence
3. United States Constitution and the Bill of Rights

Objectives:

To Understand:
- British efforts to establish closer political and economic control over the North American colonies
- Colonial Reaction to British restrictions
- The social, economic, and political conditions in the colonies which led to the American Revolution
- The idea of the United States Constitution as a symbol of counter-revolution
- The ideas expressed in the United States Bill of Rights

Vocabulary:

Revenue	Radical
Writs	Tories
Mercenaries	Hessian
Patriot	Militia
Depression	Preamble
Boycott	Monopoly
Minutemen	Stamp Act
Intercontinental	Townshend Acts
Intercolonial	Boston Massacre
Conservative	Boston Tea Party
	Intollerable Acts

Audio-Visual Aids:

American Heritage: The Revolution (5 filmstrips)

Pageant of America: Patriots and Minutemen
The 13 colonies win independence
Free Americans establish a new Nation

Unit No. I

Title: Development of Our National Heritage

Topic: D. Growth of a National Spirit

1. Jefferson vs. Hamilton
2. Surge of Nationalism
3. Expansion and Sectionalism

Objectives:

To Understand:
- The differences between the philosophies of Thomas Jefferson and Alexander Hamilton and their political, economic and social implications
- The strong feelings of Nationalism that developed as a result of the War of 1812
- Acceleration of Westward expansion and sectionalism
- The role of transportation improvements in relation to the Westward Movement

Vocabulary:

Attorney General	Partisanship	War Hawks
Inaguration	Sedition	Implied Powers
Civil Suit	Naturalization	Nationalism
Cabinet	Deserter	Stare decisis
Mercantile	Impeach	Foreclosure
Excise Tax	Midnight Judges	Isolationist
Envoy	Nullify	Protectionist
Census	Arbitration	Intrastate
Jacobines	Embargo	Mortgage
Neutral	Blockade	Free Trade
Impressment	Decree	Interstate
Maritime	Habeas Corpus	Intrastate Faction

Audio-Visual Aids:

Pageant of America: Westward to the Mississippi
Winning the Far West
Early Americans on the High Seas

Unit No. II Title: Internal Crises and Turmoil

Topic: A. Birth of Political Parties

1. Federalist
2. Anti-Federalist (Republicans)
3. Republicans
   a. National Republicans
   b. Democratic Republicans
4. Lincoln's Republicanism
5. Populist Party
6. Progressive Party
7. Socialist/Communist Parties
8. Other Third Party Movements

Objectives:

To Understand:
- How the conflicting philosophies of Jefferson and Hamilton led to the development of party politics in the United States
- How the Bill of Rights limited the powers of the government
- Political parties and their relationship to political regionalism
- The importance of third party politics and its effect on recent elections

Vocabulary:

Kentucky Resolution	Direct Primary
Virginia Resolution	Progressives
Connecticut Resolution	New Nationalism
Whiskey Rebellion	Muckraker
Lame Duck	New Freedom
Bonds	Prohibition
Copperheads	Sweatshop
Peace Democrats	Income Tax
War Democrats	Granger Laws
Radical Republican	Liberal
Greenbakes	Political Machine
	Civil Service

Audio-Visual Aids:

Eye-Gate Filmstrips:
- Origins of the Two Party System
- The Rise of the Two Party System
- A Criticism of the American Political Party System
- A Defense of the American Political Party System

Pageant of America:
- Growth of American Democracy

Unit No. II Title: Internal Crises and Turmoil

Topic: B. Civil War and Reconstruction

1. Nullification, Dissension and Secession
2. Triumph of the North
3. Resurgence of the South
4. Civil War Amendments

Objectives:

To Understand:
- The growing of sectional animosity over the question of slavery
- The psychological reasons for the support of slavery
- Significance of the Compromise of 1850
- Major objectives of the war were to preserve the Union and end slavery
- Economic, social and political problems of the South after the Civil War
- Impact of the 13th, 14th and 15th Amendments to the Constitution

Vocabulary:

Underground Railroad	Gattling gun	Carpetbaggers
Nativists	Draft riots	Scalawaggs
Barnburners	Appellate	Poll Tax
Gag Resolutions	Tenure	Sharecroppers
Forty-niners	Freedmen	Grandfather Clause
Isolation	Bloody shirt	
Cotton Gin	Grantism	
Argonauts	Pocket Veto	
Petition	Black Codes	
Caste	K Klux Klan	
Paper blockade	Impeachment	

Audio-Visual Aids:

American Heritage: The Civil War (5 filmstrips)

Imperial Films: Mathew Brady and the Civil War (4 filmstrips)

Pageant of America: Slavery and the War between the States Union and Reconstruction

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Unit No. II Title: Internal Crises and Turmoil

Topic: C. Immigration and Nativism

1. Immigration to 1760
2. Immigration to 1850
3. Immigration to 1920
4. The New Immigrants
5. Nativist Ideas

Objectives:

To Understand:
- The impact of immigrants on the social, political and economic development of the United States
- Nativist opposition to the influx of immigrants
- World Problems and their effect on new immigration to the United States

Vocabulary:

Americanization
Melting Pot
Immunization
Illiteracy
Urban Renewal
Assimilation
Ellis Island
Slums
Ghetto
Quotas
Red Scare

Unit No. II Title: Internal Crises and Turmoil

Topic: D. Great Depression and the New Deal

1. Life in the 1920's
2. Women's Suffrage
3. Prohibition
4. Stock Market Crash
5. F.D.R. and the New Deal 1933-1936
6. F.D.R. and the New Deal 1936-1939

Objectives:

To Understand:
- The problems of converting to a peacetime economy
- Republican political and economic conservatism
- The economic and social impact of the continued movement to the cities
- Multiplicity of economic reasons that may have contributed to the market crash
- The far reaching changes of the New Deal in the social and economic policies of the Federal Government
- The impact of the Social Security laws

Vocabulary:

Economic Index	Stock Market
American Legion	Brain Trusters
Merchant Marine	CCC
Real Income	Firseside chat
Bootlegging	NRA
Teapot Dome	Blue Eagle
Budget Bureau	WPA
FCC	CWA
Ohio Gang	Boondoggling
Flappers	TVA
Moratorium	AAA

Audio-Visual Aids:

American Heritage: The 20's and 30's (5 filmstrips)

United Learning: 1910-1920 American Decades (6 filmstrips)

Unit No. II Title: Internal Crises Turmoil

Topic: E. Recent Unrest

1. Civil Rights Movement
2. Student's Rights and the 26th Amendment to the Constitution
3. Anti-War Movement
4. Women's Movement and the ERA (Equal Rights Amendment)
5. Watergate and its aftermath

Objectives:

To Understand:
- The problems that emerged in the affluent society of the 1960's
- Federal Government's role in domestic problems
- The importance and impact of the various movements for equal rights and economic security
- The problems facing Black America

Vocabulary:

Equal Opportunity	New Frontier	Smog
NAACP	Medicare	Inflation
SCLC	Human Rights	Urban Decay
CORE	Parochial Schools	Minority
SNCC	Peaceful Coexistence	
Discrimination	Great Society	
Prejudice	Affluence	
Establishment	Peace Corps	
Addiction	Generation Gap	
Women's Lib	Pollution	
ERA	Ecology	

Audio-Visual Aids:

Educational Development Corp: - Women in the History of the United States (10 tapes)

United Learning: American Decades 1960's (6 filmstrips)

Imperial Film: History as the news camera saw it 1950-1970 (4 filmstrips)

The N. Y. Times: The 1970's - A decade for decision

Unit No. III

Title: Industrial Development of the United States

Topic: A. Colonial Economy and Industry

1. Farming and fur trading
2. Lumbering and shipbuilding
3. Other industries
4. Labor, commerce and trade

Objectives:

To Understand:
- Influence of geographic conditions upon colonial economy
- Emergence of different labor systems in the various groups of colonies
- Reasons for the introduction of slavery in the North American colonies

Vocabulary:

Bread colonies
Indentured servants
livestock
Tidewater
Pelts
Naval Stores
Bog Iron
Ore
Putting Out System
Monopoly
Bondage
Unskilled labor
Triangular Trade

Unit No. III

Title: Industrial Development of the United States

Topic: B. Development of Transportation and Communications

1. Pre-Civil War transportation and communications
2. Transportation and communications 1960-1914

Objectives:

To Understand:
- How the improvements in transporation and communications made the nation a close knit unit
- How the steamboat and railroad revolutionized transporation
- How geography affected transportation and communication
- Political and economic importance of the canal system
- Economic advantages and disadvantages of railroad consolidation
- Economic, social, political and economic consequences of the invention of the automobile and airplane

Vocabulary:

El
Caveat
Wireless
AT & T
Packet ships
Snake heads
RR Gauge
Pullcar
Bulk cargo
Big Four
Pony Express
Side-wheeler
Clipper ship
Air brake
Pacific Railroad Act
Highway Act
Sleeping car
Box cars
Promontory, Utah
Consolidation

Audio-Visual Aids:

Pageant of America: Communication in the United States Transportation in the United States

Unit No. III

Title: Industrial Development of the United States

Topic: C. America's Industrial Revolution

1. Industry and Industrialists
2. Inventions and Inventors

Objectives:

To Understand:
- The growth of industry and the changes in the national economy
- The significance of the change from an agricultural society to an industrial one
- Importance of foreign investments to the expanding American industry
- Significance of mass production
- Why steel and oil hold such a special place in U.S. economy

Vocabulary:

Entrepeneur	Trust
Laissez-faire	Horizontal lines
Mass production	Vertical lines
Social Darwinism	Sputnik
Gilded Age	Satellites
Technology	Computer
Holding Company	Telephone
Philanthropy	Radio
Corporation	Television
Stocks	Mechanization
Pool	Automation

Audio-Visual Aids:

Pageant of America:
- The Age of Reform
- The Story of American Industry
- The Story of Iron and Steel
- The Story of Coal, Oil and Uranium

Unit No. III

Title: Industrial Development of the United States

Topic: D. Labor and Labor Unions

1. Apprenticeships
2. Knights of Labor
4. Congress of Industrial Organizations
5. International Workers of the World
6. AFL-CIO

Objectives:

To Understand:
- The effect of labor unions on the American economy
- The social and economic changes advocated by labor unions
- The success of the AFL
- The failure of the 1st International Workingmen's Association

Vocabulary:

Unions
Molly Maguire
Stockbrokers
Cooperatives
Graduated Income Tax
Child labor
Strike
Boycott
Socialism
Anarchists
Craftsmen
Collective bargaining
Lobby

Audio-Visual Aids:

Eye-Gate:
- Business Organizations
- Labor and Labor Unions

Unit No. IV

Title: United States Foreign Policy 1776-1914

Topic: A. Foreign Policy 1776-1860

1. North-West Territories
2. Louisiana Purchase
3. Acquisition of Florida
4. Monroe Doctrine
5. Annexation of Texas
6. Mexican-American War
7. California
8. Pacific Northwest

Objectives:

To Understand:
- The economic reasons for the westward migration
- Political, social and economic consequences of the Louisiana Purchase
- The fulfillment of "Our Manifest Destiny"
- How Mexican interests promoted American settlements in Texas
- Political and economic importance of California and the Oregon Territory

Vocabulary:

Yanquis	Manifest Destiny
Mormons	The Alamo
Astoria	Dark Horse candidate
Deseret	Gadsden Purchase
Presidios	Seminoles
Expansionist	Czar
Annexation	Orginance
Mountain men	National Domain
Bear Flag Republic	Shay's Rebellion
Lone Star Republic	

Audio-Visual Aids:

Pageant of America:
- The Young Nation and Foreign Affairs
- California, Texas and the Mexican War

Unit No. IV

Title: United States Foreign Policy 1776-1914

Topic: B. Foreign Policy 1860-1914

1. Foreign Affairs during the Civil War and Reconstruction
2. Purchase of Alaska
3. Annexation of Hawaii
4. Spanish American War
5. Platt Amendment
6. Roosevelt Corollary
7. Panama Canal

Objectives:

To Understand:
- European interest in the United States Civil War
- Upholding the principles of the Monroe Doctrine during the 1960's
- How changing condidtions and interests led the United States to take a more active part in international politics
- How the United States became an imperialistic nation with the acquisition of overseas territories
- The importance of the Roosevelt Corollary and the Platt Amendment
- Political, military and economic importance of the Panama Canal

Vocabulary:

Seward's Folly	Fiat
Most-Favored nation	Suzerainty
Sphere of influence	Open Door
Extraterritorial	Big Stick
Continentalism	Jingoistic
Imperialism	U.S.S. Maine
Dollar Diplomacy	Yellow fever
Anglo-Saxon	Canal Zone
Pan-American	

Audio-Visual Aids:

Pageant of America: The Rise of America as a World Power
Multi-Media Production: The Emerging Giant-The United States in 1900
N. Y. Times: Both Sides of the Panama Canal
Encyclopedia Britannica: The U.S. Becomes a World Power
a. Spanish American War
b. American Island Empire
c. Theodore Roosevelt-Man with a Big Stick
d. Building the Panama Canal

Section III

Interdisciplinary Approach

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The following bibliography is broken down into nine chronological units, corresponding to those outlined in this curriculum guide (Section I). This represents a first step in the eventual coordination of U. S. History with American literature as taught in English classes.

Most of the following titles, therefore, are novels of historical fiction. It is hoped that an interdisciplinary approach will better enhance the student's understanding of the United States' development through the medium of literature.

Works with an asterisk (*) indicate easier reading level. Those available in paperback are indicated (p.b.). Instructors should check Books in Print to see if hardcover editions have been issued in paperback.

I. The Colonial Period to 1763

Anderson, Bertha. Eric Duffy, American. Little, 1955. Immigration of an Irish boy to the colonies (1700-50) *

Boyce, Burke. Morning of a Hero. Harper, 1963. George Washington as a young man. French and Indian War, 1732-1776.

Bradbury, Biance. Goodness and Mercy Jenkins. Washburn, 1963. Life in a Puritan town (1620-1700). *

Butters, Dorothy. Ten Leagues to Boston Town. Macrae Smith, 1962. Colonial America. *

Byrd, William. Dover, 1966. History of the Dividing Line. The story of a surveying trip in 1728. Life of a southern aristocrat (p.b.)

Clark, A. P. Growing Up in Colonial America. Hill, 1961. Everyday activities in Connecticut before the Revolution. *

Cooper, James F. The Last of the Mohegans, Franklin Watts, 1967 and other paperback editions. Goood fictional account of Indian life during the French and Indian Wars. (p.b.) (also a movie)

Cournos, John and Norton, Sybil. Pilgrimage to Freedom. Holt, 1953. Life of Roger Williams. *

Dalgliesh, Alice. Courage of Sarah Nobel. Scribner, 1954. Life in colonial Connecticut, 1700-1760. *

Davidson, L. S. The Disturber. MacMillian, 1964. Pilgrims in New England, 1620-1650.

Faber, Doris. Life of Pocahontas. Prentice, 1963 *

Faulkner, Nancy. Stage for Rom. Doubleday, 1962. Colonial Williamsbury in 1750. *

Hammett, Evelyn. I, Priscilla. MacMillan, 1960. Life in a new settlement in Connecticut, 1635-1640. *

Hanson, Chadwick. Witchcraft at Salem. New American Library (p.b.)

Hawthorne, Nathaniel. The House of Seven Gables. (numerous paperback editions). Puritan life in New England. (also a movie)

The Scarlet Letter. (numerous paperback editions). Puritan moral codes, religion, etc. A famous classic.

Holberg, Ruth L. Tam Morgan, The Liveliest Girl in Salem. Doubleday, 1953. Life in the colonies, 1620-1650. *

Jackson, Shirley. Witchcraft of Salem Village. Random, 1956. Salem Witchhunts, 1692-1700. *

Johnson, Mary. To Have and To Hold. Houghton Mifflin, 1931; also, Pocket Books edition. Story of a woman who escapes from England in a cargo of brides to be sent to colonial Virginia (p.b.)

Mason, Miriam E. William Penn: Friendly Boy, Bobbs, 1962 *

Miller, Arthur. The Crucible. Bantam, 1967. A play about the Salem Witchcraft trials in 1692. Highly recommended. (p.b.)

Neihardt, John. Black Elk Speaks. Pocket Books, 1972. An American Indian describes memories of the old waysof life. (p.b.)

Powell, Sumner. Puritan Village. Anchor, 1963. Difficult reading. (p.b.)

Price, Christine. Song of the Wheels. McKay, 1956. The Story of the Levelers, the Farmer's Rebellion, Oxcart travels west.

Roberts, Kenneth. Northwest Passage. Fawcett World Library, 1970. Story of the French and Indian War (p.b.)

Starkey, M. L. The Devil in Massachusetts. 1949, nonfictional account of witchcraft trials. (p.b.)

Stiles, Martha. One Among The Indians. Dial, 1962. Life in Colonial America.*

II. The Revolutionary Period, 1763-1789

Alderman, C. L. Samuel Adams: Son of Liberty. Holt, 1961. His contribution to the American Revolution. *

Asimov, Isaac. The Kite That Won The Revolution. Houghton, 1963. Benjamin Franklin and the American Revolution. *

Bakeless, John. Adventures of Lewis and Clark. Houghton, 1962. Exploration and journey to the Pacific. *

Berry, Erik. Horses For The General. MacMillan, 1963. American Revolution.*

. Wavering Flame. Scribner, 1953. Conditions and attitudes towards the coming Revolutionary War in colonial Connecticut. *

Boyce, Burke. Morning Of A Hero. Harpers, 1963. Biography of George Washington as President.

Brown, Slater. Ethan Allen And The Green Mountain Boys. Random, 1956. *

Cooper, James Fenimore. The Spy. Dolphin, 1961. A fictional account of a spy employed by George Washington. Difficult, but a classic. (p.b.)

DeLeeuw, Cateau. Determine to be Free. Nelson, 1963. Spying on the British. *

Edmonds, Walter. Drums Along The Mohawk. Bantam, 1963. Historical fiction about hardships of frontier settlers in the Mohawk Valley during the Revolution. (also a movie) (p.b.)

Fast, Howard. April Morning. Crown, 1961 and other paperback editions. Story of Lexington and Concord. High interest. (p.b.) *

Forbes, Ester. Johnny Tremain. Houghton, 1965. Set in Boston during the Revolution. Committees of Public Safety, Otis, Hancock, Adams. (p.b.) (also a movie)

Hall, Marjory. See The Red Sky. Westminster, 1963. A ride to inform the patriots of the coming of the English. *

Hays, Wilma P. Fourth of July Raid. Coward, 1959. Birth of a nation. Simple language and large type. *

. Scarlet Badge. Holt, 1963. War as experienced by a Virginia family. *

Judson, Clara. Thomas Jefferson, Champion of the People. Follet, 1952. *

Lancaster, Bruce. Big Knives. Little, 1964. George Rogers Clark captures an English settlement.

Levy, Mimi. Whaleboat Warriors. Viking, 1962. Revolution war on the New England coast.

Martin, Joseph. Yankee Doodle Boy. Scott, 1964. A young soldier's account of his adventures in the American Revolution.

Mergendanl, Charles. Drums of April. Putnam, 1963. Tale of a spy in the Revolutionary War.

Orlob, Helen. Navy Style. Nelson, 1962. True stories of the U.S. Navy. *

Roberts, Kenneth. Rabble in Arms. Doubleday, 1947. Account of the Saratoga Campaign.

Savage, Josephine. Daughter of Delaware. Day, 1964. Efforts to gain French support for the causes of the colonies. *

Spratt, Barnett. Tom and the Redcoats. Hastings, 1963. Lord Cornwallis in South Carolina. *

Stackpole, E. A. Nantucket Rebel. Washburn, 1963. Choice between loyalists and patriots.

Steele, W. O. Year of the Bloody Seven. Harcourt, 1963. Pioneers on the way to Kentucky. *

Tharp, Louise. The Baroness and the General. Little, 1963. Battle of Ticonderoga, German Mercenaries.

Turnbull, Agnes. The King's Orchard. Houghton, 1963. Western frontier at the time of the Revolution.

Vail, Philip. Twisted Saber. Dodd, 1963. Story of Benedict Arnold. *

III. Nationalism to Sectionalism, 1790-1828

Baker, N. B. Pike of Pike's Peak. Harcourt, 1953. Western expansion and exploration. *

Bryant, Bernice. Dan Morgan. Bobbs, 1952. Boy of the wilderness in early Virginia. *

Caruso, John. Appalachian Frontier. Bobbs, 1959. Early settlement, Daniel Boone.

Cedar, Georgiana. Winter Without Salt. Morrow, 1962. Pioneer life in Kentucky. *

Coatsworth, Elizabeth. Old Whirlwind. MacMillan, 1953. Story of Davy Crockett. Simple language and large print. *

Cooke, D. C. Tecumseh: Destiny's Warrior. Messner, 1959. Indian Warfare.

Davis, Verne. The Gobbler Called. Morrow, 1963. Post-Revolutionary times. *

Drury, Maxine. George and the Long Rifle. McKay, 1957. U. S. expansion westward to Ohio. *

Ehle, John. Land Breakers. Harper, 1964. Pioneer days in the North Carolina mountains.

Forester, C. S. The Age of the Fighting Sail. Doubleday, 1956. Naval battles of the War of 1812.

Captain from Connecticut. Little, Brown, 1941. War at Sea in 1812.

Graves, Robert. Sargeant Lamb's America. Random, 1962. Well written by a famous writer of historical fiction.

Henry, Marguerite. Robert Fulton, Boy Craftsman. Bobbs, 1962. His work on the steamboat. *

Hodges, C. G. Dobie Sturgis And The Dog Soldiers. Bobbs, 1963. Rescue from the Indians. *

Lansing, Marion. Nicholas Arnold: Toolmaker. Literary Guild, 1941. Beginnings of manufacturing in the U.S. *

Latham, Jean. Eli Whitney, Great Inventor. Harper, 1962. Of special interest to Connecticut students.

Mason, F. Van Wyck. Battle of Lake Erie. Houghton, 1960. Naval Warfare, Commodore Perry. *

Muir, Robert. Sprig of Hemlock. Longmans, 1957. Shay's Rebellion in Massachusetts.

North, Sterling. First Steamboat on the Mississippi. Houghton, 1962. Story of a river pilot.

Pamer, Bruce. Horseshoe Bend. Simon, 1963. Defeat of the Creek Indians.

Rutland, Robert. The Birth Of The Bill Of Rights. Collier, 1962. Historical background of the first ten amendments to the Constitution.

Slaughter, Frank. Flight From Natchez. Doubleday, 1955. Unsettled conditions along the Mississippi. Spanish and English claims.

Smith, Bradford. Stephen Decatur. Bobbs, 1955. War of 1812 and war with the Barbary States. *

Snow, Dorothea. Eli Whitney, Boy Mechanic. Bobbs, 1962. Famous Connecticut born inventor. *

Stevenson, Augusta. Kit Carson, Boy Trapper. Bobbs, 1962 *

. Paul Revere, Boy of Old Boston. Bobbs, 1962. Biography of Revere. *

Swanson, N. H. and A. S. The Star Spangled Banner. Holt, 1958. Seige of Ft. McHenry, War of 1812. *

Tully, Andrew. When They Burned The White House. Simon, 1961. British occupation of Washington.

Wilkie, Katherine. Father Of The Constitution. James Madison. Messner, 1963. *

Yates, Elizabeth. Amos Fortune: Free Man. Dutton, 1950. An African slave who obtained his freedom. *

IV. Sectionalism and Westward Expansion to 1850

Adams, S. H. Chingo Smith Of The Erie Canal. Random, 1958. *

Allen, M. P. Make Way For The Brave. McKay, 1950. Colonization of Oregon, Wyeth's Expedition. *

Berry, Don. To Build A Ship. Viking, 1963. Life In The Oregon Wilderness.

Booth, Edwin. John Sutter, Californian. Bobbs, 1963. Discovery of Gold. *

Brown, Dee. Bury My Heart At Wounded Knee. Bantam, 1971. Indian history of the American west. A bestseller. (p.b.)

Carr, Harriet. Wheels for Conquest. MacMillan, 1957. The part played by the conestoga wagons as they went west. *

Cather, Willa. My Antonia. Houghton, 1961. Famous novel of frontier life in Nebraska. (p.b.)

Coit, Margaret. Andrew Jackson. Houghton, 1965. A well written biography.

Cross, Helen. Life In Lincoln's America. Random, 1964. How Americans worked, played, and traveled in the years 1800-1865.

Derleth, August. Land Of The Sky Blue Waters. Alladin, 1955. Story of Henry Schoolcraft and his search for the source of the Mississippi.

Duff, J. J. Lincoln: Prarie Lawyer. Rinehart, 1963. His early years in Illinois. *

Ehrlich, Leonard. God's Angry Man. Simon, 1932. John Brown and the Abolitionist movement.

Ferber, Edna. Cimarron. Double day. Bestseller on frontier life. (p.b.)

Forrest, William. Trail of Tears. Crown, 1959. Removal of the Cherokee Indian nation from Georgia to Oklahoma.

Frazier, Neta. One Long Picnic. McKay, 1962. Life on the Oregon Trail. *

Garst, Shannon. Jim Bridger. Houghton, 1952. Tale of the famous fur trader. *

Guthrie, Alfred. The Big Sky. Houghton, 1965. A realistic picture of the brutal lives of the trappers and mountain men of the west. (p.b.)

Hagler, Margaret. Larry And The Freedom Man. Lothrop, 1959. Anti-Slavery struggle. *

Holling, H. C. Tree In The Trail. Houghton, 1942. Santa Fe Trail. *

Horgan, Paul. Citizen Of New Salem. Farrar, 1961. Life of Abraham Lincoln.

Johnson, Dorothy, M. Some Went West. Dodd, 1965. Story of women pioneers in the west.

Johnson, William. Sam Houston, The Tallest Texan. Random, 1953. Texas independence. *

Key, Alexander. Cherokee Boy. Westminster, 1957. Removal of the Cherokee Indians.

Knight, Michael. In Chains To Louisiana: Solomon Northrup's Story. Dutton, 1973. True story of a free black man who was kidnapped and sold into slavery.

Latham, Jean Lee. The Retreat To Glory, The Story of Sam Houston. Harper, 1965. Story of the Texas hero of the Alama.

Lord, Walter. Time To Stand. Harper, 1961. Seige of the Alamo.

McCaleb, Walter. The Alamo. Naylor, 1961. The seige. *

Meadowcraft, Enid. By Secret Railroad. Crowell, 1948. The underground railroad.

Moberg, Vilhelm. The Emigrants. Simon, 1951. Story of Swedish immigration.

Nathan, Adele. Building Of The First Transcontinental Railroad. Random, 1950. *

Nicholas, Alice. Bleeding Kansas. Oxford, 1954. Kansas-Nebraska Bill and its effects.

Nye, Russel. William Lloyd Garrison. Little, 1955. Story of the famous Abolitionist.

Parkman, Francis. The Oregon Trail. New American Library, 1961. The famous classic of the adventures of Parkman and his companions who joined the westward movement in 1846. Difficult reading. (p.b.)

Petry, A. L. Harriet Tubman, Conductor On The Underground Railway. Crowell, 1955. *

Rolvag, O. E. Giants In The Earth. Harper, 1961, and various paperback editions. Classic tale of Norwegian settlers in South Dakota.

Roosevelt, Theodore. The Rough Riders. New American Library. (p.b.)

Sandoz, Mari. Cheyenne Autumn. Avon, 1969. Cheyenne's resistance to the reservation system. Other novels of similar subjects by the author. (p.b.)

Skelton, C. L. Riding West On The Pony Express. MacMillan, 1939. Based on authentic material. *

Slaughter, Frank. The Warrior. Doubleday, 1956. Jackson and the Seminole War.

Stevenson, Augusta. Andy Jackson: Boy Soldier. Bobbs, 1962. *

Stowe, Harriet Beecher. Dred. Houghton, n.d. The slavery controversy just before the Civil War.

. Uncle Tom's Cabin. Many paperback editions. One of the most influential novels in American literature. Stirred up a great deal of anti-slavery feeling. (p.b.)

Twain, Mark. Adventures Of Tom Sawyer. Dell, 1963. Life along the Mississippi River in the mid-nineteenth century. A classic. (p.b.)

. Life on the Mississippi. Harper. Part fiction, part autobiography, part social history.

. Roughing It. Holt. (p.b.)

Wellman, Paul. Gold In California. Houghton, 1958. Gold rush in early days.

. Magnificent Destiny. Doubleday, 1962. The intertwining of the careers of Andrew Jackson and Sam Houston. Battle of New Orleans, Annexation of Texas.

. Race To The Golden Spike. Houghton, 1961. The race to build the first transcontinental railroad.

V. Civil War and Reconstruction 1850-1876.

Allen, M. P. Johnny Reb. McKay, 1952. Southern Cavalry. *

Botkin, Benjamin. A Civil War Treasury Of Tales, Legends, And Folklore. Random House.

Buckmaster, Henrietta. Flight To Freedom: The Story Of The Underground Railroad. Crowell, 1958.

Burchard, Peter. Jed, The Story Of A Yankee Soldier And A Southern Boy. Coward, 1960. *

. North By Night. Coward, 1962. Life in a Southern prison camp. *

Burnett, Constance. Captain John Ericsson: Father Of The Monitor. Vanguard, 1961. *

Case, Elinor. Yankee Traitor, Rebel Spy. Westminster. A novel of the Civil War soldiers who had to fight cousins on the enemy side and traitors in their own ranks.

Catton, Bruce. This Hallowed Ground. Pocket Books, 1961. Special edition for teenagers from his Pulitzer Prize winning history of the Civil War. (p.b.)

. A Stillness At Appomattox. Paperback Library, 1953. (p.b.)

. Never Call Retreat. Paperback Library, 1972. (p.b.)

Crane, Stephen. Red Badge Of Courage. Holt. Popular novel of the fears and doubts of a young man entering combat for the first time. (p.b.)

Eaton, Jeanette. Lee, The Gallant General. Morrow, 1953. Early life, as well as the Civil War. *

Gaines, Ernest. The Autobiography Of Miss Jane Pittman. Bantam, 1972. Fictional account of the life of a black woman from the end of slavery to the early 1900's. (p.b.) Has been on T.V.

Hogan, Ray. Rebel In Yankee Blue. Avon, 1962. Southerner poses as a yankee soldier to learn union plans. (p.b.)

Huffard, G. T. When Rebels Rode. Bobbs, 1963. War in the Middle-West. *

Hunt, Irene. Across Five Aprils. Follett, 1964. About the life of a family during the Civil War.

James, Marquis. The Raven. Paperback Library. Biography of Sam Houston. (p.b.)

Kantor, MacKinley. Andersonville. World, 1955. Prisons in the Civil War.

Keyes, Frances. Madam Castel's Lodger. Farrar, 1962. Big novel of General Beauregard.

Meader, Stephen. Phantom Of The Blockade. Harcourt, 1962.

Mitchell, Margaret. Gone With The Wind. MacMillan, 1939 and various paperback editions. A southern picture of the war between the states. An all-time bestseller.

North, Sterling. Abe Lincoln: Log Cabin To White House. Random, 1956. *

Pratt, Fletcher. The Monitor And The Merrimac. Random, 1951. Famous Civil War naval battle between the first Ironclads. *

Stern, Philip Van D. Secret Missions Of The Civil War. Rand McNally, 1959. Espionage stories.

Werstein, Irving. Civil War Sailor. Doubleday, 1962. Adventures of a Yankee sailor. *

Whitney, P. A. Step To The Music. Crowell, 1953. Draft riots in New York. *

Yerby, Frank. Captain Rebel. Dial, 1956. Confederate blockade runners.

VI. Triumph of Industrialism 1876-1900

Adams, Jane. Twenty Years At Hull House. Signet classics, 1961. Adams, founder of a settlement house, describes efforts of social workers in fighting urban slums in Chicago. (p.b.)

Antin, Mary. The Promised Land. Houghton and various paperback editions. Famous novel about immigrants. (p.b.)

Bellamy, Edward. Looking Backward. Bantam, 1961. Good account of history of rising industry. (p.b.)

Fast, Howard. The American. Dell, 1946. Life of John Peter Altgeld. Labor riots.

Harris, Frank. The Bomb. University of Chicago, 1963. Riot in Haymarket Square, Chicago.

Josephson, Matthew. The Rober Barons: The Great American Capitalists 1861-1901. Harvest, 1962. Critical study of the tactics used by many big businessmen of the era. (p.b.)

Knight, Ruth. A Certain Harvest. Doubleday, 1960. Fictional biography of Peter Cooper, American philanthropist.

Latham, Jean. Medals for Norse. Aladdin, 1954. Invention of the telegraph.

McCauge, James. Big Ivy. Crown, 1955. An epic of railroading.

Morgan, David. True Adventures Of The Railroaders. Little, 1954. The part played by the railroads building up the country.

Norris, Frank. The Octopus. Doubleday and various paperback editions. About the evils of monopolies, big business, etc. (p.b.)

Reilly, R. T. Rebels In The Shadows. Bruce, 1962. Story of the Molly Maguires in the labor movement. Rise of Unionism. *

Sinclair, Upton. The Jungle. New American Library. Vivid descriptions of the meatpacking industry. (p.b.)

Snow, Dorothea. Samuel Morse. Bobbs, 1955. Inventions that built the nation. *

Wellman, Paul. Race To The Golden Spike. Houghton, 1962. First transcontinental railroad. *

Winders, Gertrude. Horace Greeley: Newspaperman. Day, 1962. The part his newspaper played in the history of the U.S.

VII. Progressivism and Reform 1900-1920

Allen, Frederick Lewis. Only Yesterday: An Informal History Of The 1920's. Perennial Library, 1964. Written shortly after the decade ended. Good social history. (p.b.)

Crane, Stephen. Maggie, A Girl Of The Streets. 1893. How city life could destroy a young woman.

Dreiser, Theodore. Sister Carrie. 1900. Well-known novel of society of the day.

Fast, Howard. Power. Doubleday, 1962. Labor movement in the U.S.

Heck, Bessie Holland. The Hopeful Years. World, 1964. About American family life during the first World War.

Hemingway, Ernest. A Farewell To Arms. Scribners, 1929 and various paperback editions. Critical view of World War I. (p.b.)

Judson, C. I. Theodore Roosevelt, Fighting Patriot. Follett, 1953. *

Lewis, Sinclair. Babbitt. Avon, 1961. Satirical account of the 1920's. (p.b.)

London, Jack. Call Of The Wild. (1903); Sea Wolf (1904); White Fang (1906). Many paperback editions. A crude Darwinian vision of nature, rejecting society, calling for a return to nature.

Merriman, Eve. Growing Up Female In America: Ten Lives. Doubleday, 1971. Contains biographical sketches of ten women.

Noble, Iris. Joseph Pulitzer. Messner, 1957. Pioneer in journalism in the U.S.

Norris, Frank. McTeague. 1899. Big novel of the late 1800's. Norris was one of the great "Muckrakers" who exposed the evils of big business, crooked politicians, etc. (p.b.)

. The Octopus 1901. Story of the Southern Pacific Railroad in California, which corrupted the entire state. (p.b.)

. The Pit. Peter Smith, n.d. Denounces industrialization.

Remarque, Eric. All Quiet On The Western Front. Fawcett, 1969. Critical German view of World War I. (p.b.) (has been filmed as a movie also)

Steffens, Lincoln. Autobiography. Harcourt, 1968. Story of a one man's war against city bosses in politics. (p.b.)

. The Shame Of The Cities. 1904. Famous "Muckraker" work.

Tuchman, Barbara. The Guns Of August. Bantam, 1965. Good account of the period of World War I in Europe. (p.b.)

VIII. Return to "Normalcy" and Economic Collapse 1920-1941

Allen, Frederick L. Since Yesterday. Harper, 1960. Also paperback editions. The happenings in America in the 1930's. (p.b.)

Bruckner, Karl. The Day Of The Bomb. Vannostrand, 1963. Fact and fiction about Hiroshima.

Burgan, John. Long Discovery. Farrar, 1950. Changes that have taken place in coal towns. Effects of union strength.

Clark, Tom, E. The Big Road. Lothrop, 1965. A boy's life in the Great Depression.

Fenners, Phyllis. No Times For Glory. Morrow, 1962. Short stories of World War II. *

Filler, Louis. Anxious Years: America In The 1930's. Putnam, 1963. Impact of the depression as seen in contemporary writings.

Frank, Anne. Diary Of A Young Girl. Pocket Books, 1972. Story of a European Jewish family, persecuted by the Naxis. (p.b.)

Hayes, Dorsha. Who Walks With The Earth. Harper, 1945. Labor movements and leaders.

Horan, J. D. Desperate Years. Crown, 1962. Depression years.

Lewis, Sinclair. It Can't Happen Here. Doubleday, 1935. An imaginary story of the possible changes in American government and its effects on the individual.

Lord, Walter. Good Years. Bantam, 1961. From the sinking of the Titanic to World War II. (p.b.)

O'Connor, Edwin. The Last Hurrah! Little, 1956. Big city political life.

Shroyer, Frederick. It Happened In Wayland. Reynolds, 1963. The Great Depression.

Steinbeck, John. Grapes of Wrath. Bantam, 1968. Fictional accounts of the "Okies" who moved from the dust bowl to California in the depression.

Terkel, Studs. Hard Times: An Oral History Of The Great Depression. Avon, 1971. A newspaper reporter recorded on tape the memories people had of the Great Depression.

Tully, Andrew. Supreme Court. Simon, 1963. Attempts to pack the Supreme Court.

Van Doren, Charles. Growing Up In The Great Depression. Hill, 1963. What happened to many people during that period.

Wouk, Herman. The Caine Mutiny. Doubleday, 1954. The navy in World War II.

IX. World and Domestic Problems 1945-Present

Able, Elie. The Missile Crisis. Bantam, 1966. Cuban missile crisis of October, 1962. (p.b.)

Armstrong, Neil et al. First On The Moon. Little, Brown, 1970. Story of first lunar astronauts.

Bates, Daisy. Long Shadow Of Little Rock. McKay, 1962. Experiences in the struggle for desegregation.

Benary-Isbert, Margot. Castle On The Border. Harcourt, 1956. American occupation of Germany. *

Bonham, Frank. Durango Street. Dutton, 1965. Gives a good account of the life people faced in the inner-city ghettos. Mature. (p.b.)

Braden, William. The Age Of Aquarius. 1970. Radical activits vs hippies.

Brown, Claude. Manchild In The Promised Land. Bantam, 1965. Statement of a black man's anger at the white world. Mature. (p.b.)

Burns, James, MacGregor. John Kennedy: A Political Profile. Harcourt, 1960.

Condon, Richard. The Manchurian Candidate. McGraw, 1959. Communist brainwashing. Mature. (also a movie). (p.b.)

Conot, Robert. Rivers Of Blood, Years Of Darkness. Bantam, 1967. Riots in Watts, California. (p.b.)

Fitzgerald, Frances. Fire In The Lake: The Vietnamese And The Americans. Vintage, 1972. (p.b.)

Friedan, Betty. The Feminine Mystique. Norton, 1963. Mature. Women's Rights (p.b.) Mature.

Gallen, A. A. The Wetback. Humprhries, 1961. Mexican migrant workers in the Southwest U. S.

Handlin, Oscar. Newcomers. Harvard, 1959. Negroes and Puerto Ricans in changing New York. Mature. (p.b.)

Hansberry, Lorraine. Raisin In The Sun. Random, 1959. Dramatizes what happens to a Chicago tenement family when they collect on an insurance policy. (also a movie) (p.b.)

Hargreaves, Robert. Superpower: A Portrait Of American In The 1970's. St. Martin, 1963.

Hechinger, Grace and Fred. Teen-Age Tyranny. Fawcett, 1963. (p.b.)

Hersey, John. Hiroshima. Bantam, 1967. Eyewitness accounts of the dropping of the atomic bomb. Graphic. (p.b.)

Hoffman, William. Dark Mountains. Doubleday, 1963. Labor and capital.

Jackson, George. Soledad Brother: The Prison Letters Of George Jackson. Coward-McCann, 1970. (p.b.) Mature.

Johnson, Hayes. The Bay Of Pigs: The Leader's Story Of Brigade 2506. Norton, 1964. Ill-fated invasion of Cuba.

Kennedy, Robert F. Thirteen Days: A Memoir Of The Cuban Missile Crisis. Signet, 1969. (p.b.)

Lederer, William and Burdick, Eugene. The Ugly American. Signet, 1964. U.S. aid to undeveloped foreign nations and U.S. mistakes. (p.b.)

Malcolm X. The Autobiography Of Malcolm X. Grove Press, 1965. Mature. (p.b.)

McGinnis, Joe. The Selling Of The President 1968. Trident, 1969.

Michner, James. The Bridges At Toko-Ri. Bantam, 1955. Naval air strikes during the Korean War, 1950-1953. (p.b.) Also a move.

O'Neill, William. Coming Apart: An Informal History Of The 1960's. Quadrangle, 1971. Entertaining account of the '60's. (p.b.)

Pierce, Philip. John Glenn, Astronaut. Watts, 1962.

Rovere, Richard. Waist Deep In The Big Muddy. Little, 1968. American involvement in Vietnam.

Schlesinger, Arthur. The Imperial Presidency. Boston, 1973. Nixon's administration. Tricky.

Steinbeck, John. Travels With Charles: In Search Of America. Bantam, 1963. A bestseller. (p.b.)

Toffler, Alvin. Future Shock. Bantam. Much quoted study of technology. (p.b.)

White, Theodore. The Making Of The President, 1960. Atheneum, 1961.

White, Theodore. The Making Of The President, 1964. Atheneum, 1965.

White, Theodore. The Making Of The President, 1968. Atheneum, 1969.

White, Theodore. The Making Of The President, 1972. Atheneum, 1973.

Section IV

Problems Approach

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In terms of difficulty of organization and presentation, this approach is the most difficult from a teaching point of view. However, there are programs available to help facilitate the implementation of this approach if funding were available to purchase them. Because this approach requires flexibility in terms of using current up-to-date problems to research, the following are suggestive as to what could be done.

I. A recent wave of cross-burnings in Connecticut and the revival of the Ku Klux Klan in many areas of the country. Why? What is the history behind this?

II. Women have gotten Congress to extend the ratification deadline of the Equal Rights Amendment. Investigate the role of women and the women's movement in the United States.

III. Draft registration is now a law for young men. Compare the situation today with the Vietnam War Era, and for historical comparison, the draft riots during the Civil War.

IV. United States diplomatic rights under international law are violated by the situation in Iran. Investigate previous occasions where this has happened and discuss historical outcomes.

V. At the 1980 Republican National Convention, Ronald Reagan offered the Vice President position to former President Gerald Ford. Reports say that Ford demanded certain powers and responsibilities which have always been those of the President. Because the Presidency is growing more complex and demanding, work out a plan where the Vice President could share more powers and responsibilities.

VI. The government has granted a billion dollar loan to the Chrysler Corporation. Look into the historical involvement of government and the economy of the United States.

VII. In a recent labor settlement between the United Auto Workers and Chrysler Corporation, the President of the U.A.W. was given a seat on the Chrysler Board of Directors and this established a "new phase" in American Labor-Management relations. Trace the relationship of owners to workers in the United States history.

VIII. Recently, a wave of immigrants to the United States has arrived. Among the arrivals have been the Vietnamese "Boat People" and refugees from Cuba. Compare the feelings of Americans in receiving these immigrants with the feelings in the previous decades toward people from Southern and Eastern Europe, Asians, and others.

IX. During 1980, the price of gold and silver rose dramatically, and then leveled off. Trace the history of gold and silver currency through the various periods of American history.

X. The Munich Conference in 1938 in Germany was considered "appeasement" to Hitler. Because England and other countries desired peace at any cost, they "sold out" Czechoslovakia in return for an empty promise from Hitler. The latest attempt at peace was the SALT II Treaty with the Soviet Union. How might critics of this treaty compare it with Munich? Do you think this comparison is valid and why?

XI. The candidacy of John Anderson for President in 1980 as an Independent raises the possibility of no candidate receiving a majority of the Electoral College. Compare today's situation with the famous election of 1824 involving John Quincy Adams, Andrew Jackson, and Henry Clay. What arguments can be given <u>for</u> and <u>against</u> the Electoral College?

XII. The oil companies occupy an extremely powerful position in America. Some say that they are beyond the control of the government or the people. Compare today's situation concerning the rising wealth of oil companies with the earlier position of Standard Oil Company, John D. Rockefeller, Trusts, etc. in the early 1900's.

Appendix A

This appendix contains a listing of textbooks and other related materials arranged alphabetically by publisher. In most instances, each entry is accomplanied by a short description of content and/or degree of difficulty.

Due to the vast amount of material on the market, the list is by no means complete. Before purchasing any textbook, it should be previewed.

FOLLETT PUBLISHING CO.
1010 W. WASHINGTON BLVD.
CHICAGO, ILL. 60607
(312) 666-5858

Abramowitz. American History, 1979. High interest, low vocabulary material arranged in a chronological approach. Short lessons which are excellent for teaching reading in the content areas. Also available in paperback mini-books.

_____. The American Nation: Adventure in Freedom, 1975. (see above description).

_____. American History Study Lessons, 1969. Nine paperback unit books each covering a specific time period or topic. Fits in well with the nine topics in the outline.

GINN AND COMPANY (XEROX)
191 SPRING ST.
LEXINGTON, MASS. 02173
(617) 861-1670

Burns, Robert et al.
Episodes in American History, 1973. Inquiry approach. Attempts to have student; use concepts, draw inferences, analyze testimony, form hyptheses, test hypotheses, and make judgements. Above average ability.

Link, Arthur and Muzzey, David. Our American Republic. Good chronological study with good practice sections. Recommended for the remedial reader.

GLOBE BOOK CO. INC.
175 FIFTH AVE.
NEW YORK, NEW YORK 10010
(212) 477-2700

Alweis, Frank. Our Social and Cultural History: American Studies, 1977. Excellent hardcover text covering American history from the social context of the Frontier, Schools, Religion, Work, Family, Women's role, Entertainment, Literature, Music, Art, etc.

HARCOURT, BRACE, JOVONOVICH, INC.
757 THIRD AVENUE
NEW YORK, NEW YORK 10017
(212) 572-5000

Reich, Strickland and Biller. Building the United States, 1971. Chronological approach geared to low reading ability students.

HARPER AND ROW PUBLISHERS, INC.
160 TICES LANE
EAST BRUNSWICK, NEW JERSEY 08816
(201) 238-1210

VerSteeg, Clarence and Hofstadter, Richard. A People and a Nation, 1971. Chronological approach. Eight units. 1) "Revolution" 2) "National Identity" 3)"National Growth" 4) "War and Recovery" 5) "Reform" 6) "Imperialism" 7) "Renewal" 8) "Crisis". Features include "Portfolios" (demography, economics, sociology, political science, ecology. "Contemporaries Disagree" - shows conflict as shaping American history. "Historians Differ" - compares different view points of historians. Colorful and useful illustrations. Upper reading level. Difficult. 850 pages.

HOLT, RINEHART AND WINSTON, INC.
383 MADISON AVE.
NEW YORK, NEW YORK 10017

Bronz and Okun. The Challenge of America, 1973. Chronological approach suited for the average ability student.

Curry, Sproat and Croner. The Shaping of America, 1972. Suited for the upper ability student.

Frizzle and Kownslar. Discovering American History, 1974. An inquiry-oriented approach relying heavily on primary source material from which the student reaches conclusions.

The Americans: A History of the United States. Produced by the staff of the Social Studies Curriculum Center, Carnegie-Mellon University. Edwin Fenton, ed. 1970. A total package including basic textbook, workbooks and related audio-visual materials to provide an inquiry orientated approach for below average ability students.

Risjord, Norman, and Haywoode, Terry, 1978. People and Our Country. Chronological, seven units. 1) "Wilderness Communities", 2) "Building a Nation", 3) " A House Dividing" 4) "Soot, Cinders, and Sin" (industry, etc.) 5) "Progressivism: A New Era", 6) "Fireside Chats and Victory Gardens". 7) "Years of Trial and Hope". Average reading ability. Well organized, good feature is: "Side note to History", inserting of interesting stories, mini-biographies, etc. Flashy and glossy layout, but well done; holds reader's interest.

HOUGTON MIFFLIN CO.
PENNINGTON-HOPEWELL ROAD
HOPEWELL, NEW JERSEY 08525
(609) 466-1950

Pulliam, O'Neill and Bowman. American Rediscovered, 1977. A paperback series taking a topical approach to U.S. History in four major topic areas: Forgeign Affairs, Political Life, People, and Economic Life.

ALFRED A. KNOPF
NEW YORK, NEW YORK

Current, Richard; Williams, T. Harry; Freidel, Frank. American History, A Survey. Chronological, thirty chapters, no units. Over 900 pages. Above average reading ability. Features include: "Why Historians Disagree", "Where Historians Disagree", attractive pictorial essays, "The Course of American Art". Excellent bibliographies. Difficult and demanding. Only for top group.

LAIDLAW: A DIVISION OF DOUBLEDAY
THATCHER AND MADISON
RIVER FOREST, ILL. 60305

Shafer et al. A High School History of Modern America, 1973. Currently in use in many V-I Schools. Written on two levels, short concise sections within chapters. Fits the proposed outline well.

Liden et al. A History of Our American Republic, 1979. A chronological organization which is flexible in its content. The text places major emphasize on the post-Civil War period. For slow to average readers.

MCDOUGAL, LITTELL AND CO.
P.O. BOX 1667-B
EVANSTON, ILL. 60204

Borg ed. U.S.A. American History Series, 1974. A series of seven paperbacks. Titles include: Government, Foreign Policy, Social Change, The Economy, The Cities, Liberty, and The American Character. Also available in a one volume hardback edition "arranged in a broadly chronological framework" which incorporates materials from the paperbacks.

Goettel. America's Wars-Why?, 1974. Covers our wars from the Revolution to the "Wars of Communist Containment".

MCGRAW HILL BOOK CO. (WEBSTER DIVISION)
WELLESLEY OFFICE PARK, BLDG. 5
20 WILLIAM ST.
WELLESLEY, MASS. 02181
(617) 235-4054

Sellers et al. As It Happened: A History of the United States, 1975. Inquriy approach in short lessons.

Weisberger. The Impact of Our Past: A History of the United States, 1976. A chronological and inquiry approach. Short chapters, very readable.

PRENTICE HALL, INC.
ENGLEWOOD CLIFFS, NEW JERSEY 07632
(201) 947-1000

Kelley, Robert. The Shaping of the American Past, 1978. A modern text with appropriate comments of the time or by historians inter-spersed within this thematic-cronological text with a cultural emphasis. Average to above average ability students.

Hofstadter, et al. The United States, 1976. For the upper ability student, the text emphasizes and relates the roles "of many less powerful people in our past, including ethnic minorities, women, and industrial workers." Arranged chronologically.

RAND MCNALLY AND CO.
P.O. BOX 7600
CHICAGO, ILL. 60680
(312) 673-9100

Graff, Henry. The Free and the Brace, 1967. Chronological approach. Eight parts: 1)"Facing the Americas", 2) "Newcomers on the Seaboard", 3) "Struggle for Liberty", 4) "Shaping a Nation", 5) "Sectional Squabbling", 6) "Brothers in Conflict", 7) "Testing of Democracy" 8) "In Defense of Freedom". Average reading ability; many excellent illustrations.

RANDOM HOUSE
201 EAST 50TH ST.
NEW YORK, NEW YORK 10022
(212) 751-2600

Weinstein, Allen and Wilson, R. Jackson. Freedom and Crisis, 1978. Chronlogical approach, a big text of 950 pages. Above average reading level, quite difficult. Excellent profiles of important personalities in American history throughout the chapters. Very scholarly. Excellent illustrations.

SCHOLASTIC BOOK SERVICE
900 SYLVAN AVE.
ENGLEWOOD CLIFFS, N.J. 07632
(201) 576-7900

American Adventures Program. Four volume paperbacks, containing many interesting short stories. Each volume has a workbook of ditto masters to accompany each story. For below average ability level students.

SCOTT FORESMAN AND CO.
99 BAUER DRIVE
OAKLAND, N.J. 07436
(201) 337-5861

Crammer, Ed. Problems in American History, 1966. For the advanced student. Titles include: The Causes of War, Great Depressions, American Foreign Policy, Labor Unions, etc.

Smith. The American Dream, 1977. An inquiry chronological approach that relies on short readings of particular subjects. There are various media available in order to create a total program.

Buggey, L. Joanne, et al. America! America!, 1977. Low ability levels for reading. Emphasizes geography and its relation to history. Utilizes stories, social history, etc. to arouse interest.

Current, Richard; DeConde, Alexander; Dante, Harris. United States History: Search For Freedom. Nine units. 1) "Path to Indenpendence, 1492-1783", 2) "Establishing a New Nation, 1783-1815", 3) "Life in a Growing Nation 1815-1850", 4) "Division and Reunion, 1850-1877", 5) "Problems of an Industrial Nation, 1877-1900", 6) "The Rise of a World Power, 1900-1920", 7) "The Time Between the Wars, 1920-1941", 8) "Hot and Cold Wars, 1941-1960", 9) "Challenges of the Space Age, Since 1960". Average to above average reading.

Appendix B

This appendix consists of tests, informational handouts, worksheets, and related materials to accompany Section I of this package.

U.S. HISTORY
COLONIAL PERIOD 1600-1763
UNIT I

NAME _____

DATE _____ SECTION _____

THE FIRST QUESTION BELOW IS REQUIRED OF ALL STUDENTS. THEN YOU MAY CHOOSE THREE OF THE FOLLOWING SHORT ANSWER QUESTIONS. CONSERVE WORDS. TRY TO BE DIRECT AND TO THE POINT ON THE SHORT ANSER QUESTIONS. PAPER WILL BE PROVIDED FOR USE ON THE ESSAY AND SHORT ANSWER QUESTIONS. TIME YOURSELF CORRECTLY, DO NOT SPEND TOO MUCH TIME ON ANY ONE QUESTION.

1. REQUIRED OF ALL STUDENTS (25 points)
   What was Merchantilism? What was the theory behind it? How did it operate as a system? Give one example of stated English Merchantile policy prior to 1763.

CHOOSE ANY 3 OF THE FOLLOWING QUESTIONS. USE THE NUMBER NEXT TO THE QUESTION ON YOUR SEPARATE SHEET. (15 points each)

2. What was the nature of the religious problem which forced many people to immigrate to North America? What was the religious problem generally once they arrived?

3. Why were the colonies allowed by England to develop somewhat independently prior to 1750?

4. Discuss the economic differences between the 3 groups of colonies. Why were the differences important?

5. Although the colonies developed somewhat independently from one another, what connections were there, if any, to bind them together?

6. Give at least 3 reasons for why the French and Indian War too place.

7. The French and Indian War is considered a turning point in American Colonial development. Why is this so?

IDENTIFACTIONS: CHOOSE ANY FIVE OF THE FOLLOWING TERMS OR EVENTS. TELL WHAT IT WAS, WHERE AND WHEN IT HAPPENED (IF APPLICABLE), AND THE IMPORTANCE OR SIGNIFICANCE OF THE TERM OR EVENT.

Choose any 5, anser on this sheet (6 points each).

1. indentured servitude

2. Mayflower Compact

3. Defeat of the Spanish Armada

4. Puritians

5. Separatists

6. Joint-stock Company

7. Jamestown, Virginia

8. Proprietory colony

9. statutory neglect

10. Albany Plan

11. Zenger vs. Royal Governor of New York

UNITED STATES HISTORY
THE COLONIAL PERIOD 1600-1763
UNIT I

NAME _____

DATE _____ SECTION _____

Short Answer: Put answers in the space provided. If you need more room, use the back.

Why did Europeans come to America (3 reasons)?

1.

2.

3.

Perhaps the most important factor in settling the New World was Merchantilism.

4. What is Merchantilism?

5. Describe how it works.

6. Where was the first successful English colony located. Why was it considered a success?

7. Why did the Puritains and Separatists come to the New World?

8. Where, when and why did Slavery start in the New World?

9. Why were the colonies allowed to develop somewhat independently prior to 1750?

10. There were three types of colonies. Name one type and define.

11. What were the Navagation Acts?

Give two similarities between/among the colonies?

12.

13.

14. What was the cause of the French and Indian War 1754-1763?

15. Americans both "won" and "lost" the French and Indian War. Explain.

16. "The year 1763, marks a turning point in American colonial history." Why?

IDENTIFICATIONS: FOR THE FOLLOWING TERMS OR EVENTS, TELL WHAT IT WAS, WHERE AND WHEN IT HAPPENED (IF APPLICABLE), AND THE IMPORTANCE OR SIGNIFICANCE OF THE TERM OR EVENT.

17. indentured servitude

18. Mayflower Compact

19. Albany Plan

20. Defeat of the Spanish Armada

U.S. HISTORY
REVOLUTIONARY PERIOD
1763-1789
UNIT II

NAME _____

DATE _____ SECTION _____

REQUIRED ESSAY QUESTION (30 points)

Many historians believe that the American Revolution was as much an argument over "who shall rule at home", as much it was over "home rule". Explain why they believe this. Include in your answer/discussion important facts which show this to be so, such as, "Was taxation by England really an issue?"; "What was the effect of propaganda?"; "What class or groups got involved in leadership or resistence?"; "What groups were hurt politically and economically?"

CHOOSE THREE OUT OF THE FOLLOWING (30 points)

1. If you were the Prime Minister of England and wanted to maintain "home rule" over the colonies, what course of action would you have taken after the Boston Tea Party and why? (Assume you have the benefit of 200 years of hindsight).

2. Expalin the difference between "direct" and "indirect" taxes and give an example of each from the Revolutionary period. Was taxation really as important an issue as it was made to be by the "revolutionaries"? Explain your answer.

3. Name four characteristics which are typical of all political revolutions. Show an understanding of each characteristic that you choose by explaining it.

4. What evidence supports the following statement about the period 1776-1788: "In the post revolutionary period, there was a trend generally towards greater "democracy" in the United States, but this trend was not yet applied to some people."

5. Explain this statement" "The Constitution of the U.S. was an attempt to help business interests in the U.S. which were being hurt under the Articles of Confederation."

6. Name and explain the significance or importance of three important Compromises of the Constitutional Convention.

IDENTIFY EIGHT OF THE FOLLOWING (40 points)

1. Committees of Correspondence

2. Sons of Liberty

U.S. HISTORY
REVOLUTIONARY PERIOD
1763-1789
UNIT II

NAME _____

DATE _____ SECTION _____

REQUIRED ESSAY QUESTION (30 points)

Many historians believe that the American Revolution was as much an argument over "who shall rule at home" as much as it was over the question of "home rule". Explain why they believe this. Include in your answer/discussion important facts which show this to be so, such as: Was taxation by England really an issue? What was the effect of propaganda? What class or groups got involved in leadership or resistance? What groups were hurt politically and economically? What were reasons for hesitating about Independence? What were arguments for Independence?

CHOOSE ONE OF THE FOLLOWING TWO QUESTIONS (15 points)

1. If you were the Prime Minister of England and wanted to maintain control over the colonies, what course of action would you have taken after the Boston Tea Party and why? (Assume you have the benefit of 200 years of hindsight). Why would you think you have a chance of maintaining control anyway?

2. In your independent reading and essay assignment you had to read and write about different interpretations of what caused the American Revolutionary War. List and explain each of the four arguments. You do not have to cite the author's name.

CHOOSE ONE OF THE FOLLOWING TWO QUESTIONS (15 points)

3. Explain the difference between direct and indirect taxes and give an example of each from the Revolutionary Period.

4. Name four characteristics which are typical of all political revolutions. Show an understanding of each characteristic that you choose by explaining it.

CHOOSE ONE OF THE FOLLOWING THEE QUESTIONS (15 points)

5. What evidence supports the following statement about the period 1776-1788: "In the post revolutionary period, there was a trend generally towards greater 'democracy' in the United States, but this trend was not applied to some people."

6. Explain this statement: "The Constitution of the United States was an attempt to help business interests in the U.S. which were being hurt under the Articles of Confederation."

7. Name and explain the significance or importance of three important Compromises of the Constitutional Convention.

IDENTIFY EIGHT OF THE FOLLOWING (40 points)

Committees of Correspondence

3. Land Ordinance of 1785

4. Northwest Ordinance of 1787

5. Shay's Rebellion

6. Federalist papers

7. Intolerable Acts

8. Writs of Assistance

9. Quartering Act

10. Non-importation agreements

11. Common Sense

12. Contract theory of government

13. Confederation

14. Sons of Liberty

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U.S. HISTORY
AMERICAN REVOLUTIONARY PERIOD
1763-1789
UNIT II

NAME _____

DATE _____ SECTION _____

MULTIPLE CHOICE

1. _____ A minority within a group or nation consists of
   A. fewer than half the number of people in that group or nation.
   B. exactly half the number
   C. more than half the number

2. _____ In American history, Tories were people who were
   A. Englishman living in the colonies
   B. Americans who sided with England
   C. Americans who favored independence

3. _____ The colonists opposed the Proclamation of 1763, because it
   A. forbade the use of paper money
   B. closed the port of Boston
   C. discouraged the settlement of the West

4. _____ As a result of the French and Indian War, Great Britain
   A. took most of France's holdings in North America
   B. gained the California territory
   C. lost Canada to Spain

5. _____ The colonies opposed the Stamp Act because it
   A. hurt manufacturing in the colonies
   B. favored lawyers and businessmen, not farmers
   C. had not been voted by colonial assemblies

6. _____ Customs duties were taxes on
   A. imports B. exports C. sales

7. _____ Intolerable means
   A. unfair B. unbearable C. unwise

8. _____ Fundamental causes of a war are
   A. the opening battles of a war
   B. the events that lead to the fighting
   C. the underlying causes of the war

9. _____ The Intolerable acts were aimed at
   A. the Royal Governor of Mass.
   B. the smugglers in New York
   C. the people of Boston

10. _____ The Sons of Liberty
   A. were a secret radical organization
   B. were pro-English
   C. generally disliked tea because of the low price

SHORT ANSWER

11. What is the difference between direct and indirect tax?

12. Why did the colonist start to dislike England after 1763? (Two reasons)

13. Give two reasons for the writing of the Declaration of Independence.

14. Give two reasons for the American victory during the Revolutionary War.

15. What does the phrase "taxation without representation is tryanny" refer to?

MATCHING. PUT THE ANSWER THAT BEST FITS IN THE SPACE PROVIDED

16.	_____ writs of assistance	A.	weak form of government
17.	_____ Committees of Correspondence	B.	officially ended the war
18.	_____ Common Sense	C.	general search warrent
19.	_____ Declaration of Independence	D.	pro-independence document
20.	_____ Treaty of Paris	E.	written by Jefferson
21.	_____ Yorktown	F.	law
22.	_____ Ordinance	G.	farmers/debtors protest
23.	_____ Confederation	H.	strong form of government
24.	_____ Federal	I.	ended the fighting in the war
25.	_____ Shay's Rebellion	K.	propaganda network

TRUE OR FALSE

26. _____ Under the Articles of Confederation, the central government was able to raise money.

27. _____ The Land Law of 1785, set up governments in the new territories.

28. _____ Slavery was forbidden in the new territorties.

29. _____ The basic reason for the economic depression after the war was the weakness of the central government.

30. _____ Tories were Loyalists.

31. _____ A tariff is a tax on imports.

32. _____ Ratify means to reject.

33. _____ An ordinance is a compromise.

34. _____ The Articles of Confederation gave too much power to the central government.

35. _____ The Constitution was a bundle of compromises because it was opposed by so few delegates.

IDENTIFICATIONS: GIVE THE IMPORTANCE OF EACH OF THE FOLLOWING:

36. Northwest Ordinance

37. Articles of Confederation

38. Federalist Papers

39. Treaty of Paris (1783)

40. Thomas Jefferson

UNITED STATES HISTORY
REVOLUTIONARY PERIOD 1763-1789
UNIT I

NAME _____

DATE _____ SECTION _____

SHORT ANSWER

Explain the difference between (1) direct and (2) indirect taxation and give an example of each from the Revolutionary War period (3 & 4). Was taxation itself really the issue of the American Revolution (5)? Explain.

Name four characteristics which are typical of all political revolutions (6,7,8,9).

"The Constitution of the United States was an attempt to help business interests in the United States which were being hurt under the Articles of Confederation." Giving at least three reasons, explain why this statement could be true. (10,11,12)

Without a doubt, the main reason for the American Revolution was (13) because (14).

Give two reasons why the United States Constitution was written. (15, 16).

Give two (17, 18) important compromises of the Constitutional Convention and explain each (19,20).

Give the historical IMPORTANT/SIGNIFICANCE of any EIGHT of the following. (21-28)

Treaty of Paris (1763)
Federalist Papers
Land Ordinance of 1785
Treaty of Paris (1783)
Northwest Ordinance of 1787
Quartering Act
Intolerable/Coercive Acts
Committees of Correspondence
Common Sense
Articles of Confederation
Continental Congress
Thomas Jefferson

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U.S. HISTORY
THE AMERICAN REVOLUTION
INDEPENDENT ASSIGNMENT
UNIT I

THE CAUSES OF WAR: THE AMERICAN REVOLUTION

Problems 1-4 present us with four different views of why the American Revolution occurred. Your assignment is this: Read Unit 1, Problems 1-4 and it may be helpful to read Problem 5. Think about the different interpretations of why the American Revolution, and in an essay which you will entitle:

"The American Revolution: A Personal View"

You will discuss why the Revolution came about and what it was all about. You may draw on one of the authors or all five or a completely different source for formulating your view. No matter what you ultimately decide, you must back up your conclusion with adequate facts which justify your conclusion. In any event you should gain a good understanding of the four viewpoints and should be able to explain all of them.

Essay is to be written or printed in ink or typed. Length of essay is unimportant. Grading will be based on the insight you show into the topic and in your logical development of your conclusion. Paragraph development and structure will also be important and of course spelling.

Due date will be assigned in class. Essays which go past the due date will be assessed one letter grade for each school day over due.

NOTE: Cramer, editor. Problems in American History: The Causes of War, Scott Foresman, 1966.

UNITED STATES HISTORY
THE AMERICAN REVOLUTION
AMERICA'S WARS - WHY?
UNIT II

NAME _____

DUE DATE _____

THE FOLLOWING QUESTIONS ARE DESIGNED TO HELP YOU IN YOUR READING AND UNDERSTANDING OF THE ARTICLE ON THE AMERICAN REVOLUTION. SOME QUESTIONS HAVE SPECIFIC PAGE REFERENCE NUMBERS TO HELP YOU FIND WHERE THE QUOTE/IDEA CAME FROM IN THE ARTICLE. HOWEVER, THE ANSWER TO THE QUESTION IS NOT NECESSARILY FOUND ON THE SAME OR SURROUNDING PAGES.

1. "...most colonial Americans did not even want independence...(they) hoped (for peaceful resolution to the problem)." (p. 21)
   Why do youthink this was so?

2. "...Americans were the freest people on earth"...because of (Englands) policy of 'salutory'neglect'..." (p. 22)
   EXPLAIN.

3. What was "the basic human truth underlying the American Revolution..."? Why do you think this idea is correct?

4. Why is the date 1763, considered a turning point in American colonial development?

5. Why were the colonists so opposed to the Stamp Act?

6. Who were the "Sons of Liberty", and why did their organization come into being?

7. "Not all Englishmen were blind to the real issues (involved in the problem)" (p. 24)
What were the real issues?

8. What is the difference between a "direct internal tax", and an "external" one?

9. "Foolishly the (English) ordered the Massachusetts Assembly to rescind its letter upon pain of dismissal." (p. 25)
What big political mistake did the English make? What was the result?

10. Was there really a "Boston Massacre"? Ecplain your point of view.

11. Why was there a Boston Tea Party? Were there good reasons for the "Party"? What were the results?

12. "And when an irresistible force meets an immoval object, the result is very often war." (p. 29) Explain what this means in the context of the article.

13. "Boston was the powder keg." (p. 29) Why?

14. What were the "shots heard round the world"?

15. When did the war begin? In the beginning, was it a Civil War or a Revolutionary War? What is the difference?

16. Why did it take the colonists over a year to proclaim independence?

17. Who was Thomas Paine and what were some of his ideas?

18. What role did Thomas Jefferson play in the revolution?

19. "The American Revolution was the first successful large scale colonial uprising in history." (p. 34) Why might this be important even today!

20. Although they were outmanned, poorly equipped, disorganized, and undisciplined, the American soldiers won! Why?

21. When and why did the actual fighting end?

22. When and where was the treaty signed ending the war?

NOTE: Goettel. America's Wars - Why? McDougal Little and Company, 1974. pp. 21-37.

UNITED STATES HISTORY
NATIONALISM TO SECTIONALISM
1790-1824
UNIT III

NAME _____

DATE _____ SECTION _____

SHORT ANSWER

Explain three important ways in which the ideas of Hamilton and Jefferson differed. (1,2,3)

What proposals did Hamilton suggest for strengthening the Federal government and the economy. Give at least three (4,5,6,) and explain each (7,8,9,) in a short sentence.

Give at least three differences between the two political parties that developed in the U.S. prior to 1800. (10, 11, 12)

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The War of 1812 was, or has been, regarded by many people as a needless war which essentially resulted in a military stalemate. Give at least three causes of the war (13,14, 15) and at least two reasons (16, 17) why it was significant in U.S. history.

The Kentucky and Virginia Resolutions set forth a theory of the Federal Constitution. (18) Why were the resolutions written? (19) What is the theory they set forth? (20) What were the implications or possible application of the theory?

The period from 1814 to 1824 was called the Era of Good Feelings in the U.S. because (give two reasons 21,22)

Give the importance or significance of any 5 of the following: IF YOU NEED MORE ROOM FOR YOUR ANSWERS, USE THE BOTTOM OF THE NEXT PAGE. (23, 24, 25, 26, 27)

John Marshall
Louisiana Purchase
Marbury v. Madison
Midnight Appointments
Hartford Convention
protective tariffs
elastic clause
Henry Clay

WHICH SECTION (OR SECTIONS) OF THE UNITED STATES WOULD MOST READILY SUPPORT THE FOLLOWING POLICIES IN 1824?

1. high protective tariffs
2. weak Federal government
3. anti-tariff
4. large immigration
5. continued westward expansion
6. internal imporvements
7. weak central bank
8. strong army
9. cheap land
10. anti-westward expansion
11. slavery
12. westward expansion of slavery

U.S. HISTORY
NATIONALISM TO SECTIONALISM
1790-1824
UNIT III

NAME _____

DATE _____ SECTION _____

MATCHING: PUT THE BEST ANSWER IN THE SPACE PROVIDED.

1. _____ Cabinet
2. _____ amend
3. _____ excise tax
4. _____ Federalists
5. _____ Republicans
6. _____ alien
7. _____ sedition
8. _____ embargo
9. _____ American System
10. _____ tariff

A. refuse to trade with others
B. foreign
C. internal tax on specific items
D. favored a weak central government
E. favored a strong central government
F. change
G. helps the president carry out his duties
H. speaking or writing against the government
I. plan to improve industry and transportation
J. tax on imports

SHORT ANSWER

Give three (3) differences between the Federalist and Republican parties.

11.

12.

13.

14. Why was a two party political system created in the United States?

15. What is the difference between a "loose" and "strict" constructionist?

16. Jefferson belonged to what political party? _____

17. In 1803, Jefferson bought the Louisiana Territory from _____.

18. As a result of the Louisiana Purchase, the size of the U.S. _____.

19. During the period of 1800-1812, England was stopping American ships and taking the sailors. This was called?

20. The Embargo Act was Jeffersons way of avoiding war with both France and England. An Embargo is?

21. Which section of the country opposed the War of 1812 and why?

22. Who won the War of 1812?

23. There were many important after effects of the war of 1812. One of these effects was the growth of Nationalism. The time period right after the war was called the Era of?

24. What are "war hawks"?

25. What is Sectionalism?

26. Why did cotton become the main Southern crop in the 19th century?

27. What were the three sections of the United States by 1820?

28. What are internal improvements?

29. Give <u>two</u> examples of internal improvements in the U.S. by 1828.

30. Why did the Federalist party die after the War of 1812?

UNITED STATES HISTORY
AMERICA'S WARS-WHY?
WAR OF 1812

NAME _____

DUE DATE _____

THE FOLLOWING QUESTIONS ARE DESIGNED TO HELP YOU IN YOUR UNDERSTANDING OF THE ARTICLE ON THE WAR OF 1812. SOME QUESTIONS HAVE SPECIFIC PAGE REFERENCE NUMBERS TO HELP YOU FIND WHERE THE QUOTE/IDEA CAME FROM IN THE ARTICLE.

1. Why were England and France fighting in the early 1800's?

2. How did the U.S. benefit from this fight?

3. What problem did the U.S. have as a result of this war?

4. Why were more Americans angry at England than France? (Three reasons)

5. What was the Chesapeake Affair (1807)? Did Americans have the right to be outraged?

6. The American President (Jefferson) decided not to take action. What was his reasoning? Agree or disagree and tell why.

7. Instead of going to war, Jefferson tried economic pressure. What was the Embargo Act of 1807, and what were the results?

8. The issue of secession was raised as a result of the Embargo Act (p. 43) What is secession, who raised it, and why?

9. President Madison decided to side with the French (p. 44). Why?

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10. Who were the "War Hawks" and what section(s) of the country did they come from?

11. War against whom--England or France? Give reasons for fighting both sides.

12. Why were the Federalists (New Englanders) anti-war?

13. Why was President Madison persuaded to follow a course leading to war with England?

14. Why did the British repeal their Orders in Council?

15. What was THE cause of the War of 1812? What were the reasons Congress used in it's declaration of war?

16. The vote to go to war was a "sectional one". Explain

17. "...the War of 1812 remains a classic example of a foolish move brought about by an energetic minority." (p. 51) Explain.

18. What was resolved at the Treaty of Ghent (1814)?

19. How did the war show a developing Nationalism? A developing Sectionalism?

NOTE: Goettel. America's Wars - Why? McDougal Little and Company, 1974. pp. 38-53.

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U.S. HISTORY
SECTIONALISM AND WESTWARD EXPANSIONISM 1828-1848
UNIT IV

NAME _____

DATE _____ SECTION _____

SHORT ANSWER

1. What is meant by the term sectionalism?

2. What is meant by westward expansion?

Two groups that supported Andrew Jackson for President in 1828 were:

3.

4.

The Age of Jackson was known as the "Era of Democracy". Give two examples of how the United States became more democratic during this period.

5.

6.

7. How did Jackson destroy the Bank of the United States?

South Carolina nullified the Tariffs of 1828 and 1832 because (two reasons)

8.

9.

10. The nullification controversy was solved when

11. Another name for Manifest Destiny is _____.

12. Manifest Destiny was

13. "Fifty-four-forty or fight", referred to

Two reasons for the Mexican-American war were

14.

15.

The Whig Party was formed from the old Federalist/National Republican Party. Give two things Whigs believed in or supported.

16.

17.

18. The Panic of 1837 and subsequent depression in the U.S. was caused by

19. The reason the South supported slavery is

20. Why did the U.S. win the Mexican war?

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U.S. HISTORY
SECTIONALISM AND WESTWARD EXPANSIONISM 1828-1848
UNIT IV

NAME _____

DATE _____ SECTION _____

SHORT ANSWER -- THE JACKSONIAN ERA

Give two examples to illustrate the growth of popular democracy during the Jacksonian Era.

1.

2.

Give at least two groups in the U.S. that supported Jackson's election in 1828, and tell why.

3.

4.

Andrew Jackson disliked the Bank of the U.S. because (two reasons).

5.

6.

Andrew Jackson's election in 1828 saw the demise of the National Republican Party and the birth of the Whig Party. Give two things the new party supported.

7.

8.

9. How did Jackson destroy the Bank of the United States?

10. Give evidence of Jacksons attitude towards the Indians.

South Carolina nullified the Tariffs of 1828 and 1832 because (two reasons).

11.

12.

13. The nullification controversy was solved when

SHORT ANSWER--WESTWARD EXPANSION

14. What was Manifest Destiny?

15. Another word for Manifest Destiny is _____.

16. Why did it take so long to annex Texas into the United States?

Two reasons for the Mexican-American war were

17.

18.

19. How was the Oregon question solved?

20. What was Abolitionism?

MULTIPLE CHOICE: PUT THE ANSWER THAT BEST FITS INTO THE SPACE PROVIDED.

1. ____ The election of Andrew Jackson in 1828 was a victory for (A. the Whigs and the West B. the South C. the Democrats and the West D. the Sectionalist interests).

2. ____ All of the following were major causes of sectional strife except (A. tariffs B. unionism C. internal improvements D. slavery).

3. ____ The Bank of the United States was (A. privately owned B. owned by the government C. owned by Biddle D. owned by foreign investors).

4. ____ Jacksons opposition to the Bank was based on all of the following except (A. he believed the Constitution did not permit its existence B. he said the Bank benefitted a few rich people C. he thought the Bank favored the Whigs in politics D. he wanted the Bank to be more active in politics).

5. ____ The South and West favored cheap money because it would (A. cause inflation and lower prices B. stop inflation C. cause inflation and raise prices of farm goods D. have no effect on farm prices).

6. ____ The major leader to emerge from the South during the period of 1828-1848, was (A. Jefferson Davis B. John C. Calhoun C. James K. Polk D. Daniel Webster).

7. ____ Cheap money policies were generally favored by (A. farmers B. merchants C. bankers D. Sectionalists).

8. ____ The money removed from the Bank of the U.S. by Jackson was deposted with (A. the government B. various state banks C. foreign banks D. none of the above).

9. ____ "Our Federal Union--It must be preserved." was said by (A. Vice President Calhoun B. Daniel Webster C. Andrew Jackson D. Senator Hayne E. Henry Clay F. None of the above).

10. ____ The idea of nullification developed by Calhoun was (A. that states had the right to declare federal laws null and void B. that only the federal government could declare laws null and void C. that all tariffs were unconstitutional D. that states had to give consent to all federal laws except tariffs E. none of the above).

11. ____ The Mexican government wanted Americans to settle Texas to (A. set up an independent state B. help develop the area C. keep Spain from taking Texas from Mexico D. bring Negro slavery to Texas E. die at the Alamo F. None of the above).

12. ____ When Texas won its independence from Mexico, it was called (A. the Bear Flag Republic B. the Lone Star State C. the Alamo Annexers D. the Texans E. the Dallas Cowboys).

13. ____ In 1812, a group of Americans first settled Texas under the leadership of (A. John Fremont B. John Tyler C. Moses Austin D. James Dallas).

14. ____ Who lead the Texas war for independence? (A. Moses Austin B. Don Meridith C. Sam Houston D. James Dallas E. Sam Anna).

15. ____ A popular nickname for General Zachary Taylor was (A. Old Hickory B. Old Rough and Ready C. Good Time Zack D. none of the above).

16. ____ Annexation means to (A. leave alone B. give away C. take over D. none of the above).

17. ____ The Mexican who led his country during the Mexican War was (A. Santana B. Vera Cruz C. Manual Labor D. Santa Anna).

18. ____ Northerners opposed admitting Texas to the Union in 1840, because (A. it was too large B. its admission might strengthen slavery C. Texas had not yet become independent D. it had set itself up as an independent country).

19. ____ The election of 1844 was won by the (A. Whig B. Democratic C. Liberty D. House) party.

20. ____ The election of 1844 was won by (A. Martin Van Burean B. John Tyler C. James Polk D. John Tyler E. Henry Clay).

21. ____ The term dark horse refers to (A. the symbol of a political party B. a dark horse C. an unexpected nomination for president D. a black horse).

22. ____ The first dark horse president was (A. James Polk B. John Tyler C. Millard Fillmore D. Henry Clay).

23. ____ President Polk was in favor of (A. Manifest Destiny B. a high protective tariff C. the abolitionist movement D. internal improvements).

24. ____ People who spoke of Mr. Polks war (A. favored the Mexican War B. opposed the war C. were neutral D. felt he owned it).

25. ____ The "spot resolution" was first introduced into Congress by (A. Lincoln B. Clay C. Webster D. Tyler E. two of the above).

26. ____ The "spot resolution" referred to (A. the territory where American blood was spilled B. the spots on Zachary Taylors coat when he spilled his coffee C. James K. Polks prize winning dog D. none of the above).

27. ____ The smallest territory acquired by the U.S. between 1800-1860 was (A. Mexican Cession B. Oregon Territory C. Louisiana Purchase D. Gasden Purchase E. Florida Purchase).

28. ____ The section of the country which most opposed the Mexican War was (A. South B. West C. North D. Both A and C).

FILL OUT THIS CHART, GIVING THE INFORMATION REQUESTED

ISSUE	SECTION(S) OPPOSED	REASON(S) FOR OPPOSITION
PROTECTIVE TARIFFS		
WESTWARD EXPANSION		
IMMIGRATION		
INTERNAL IMPROVEMENTS		
SLAVERY		
"SOFT" MONEY		
BANK OF THE U.S.		

NAME _____ SELECTION _____

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QUIZ
SECTIONAL ISSUES
UNIT IV

UNITED STATES HISTORY
AMERICAS WAR-WHY? THE MEXICAN WAR

NAME _____

DUE DATE _____

The following questions are designed to help you in your reading and understanding of the handout article on the Mexican-American War. In some cases, page references have been provided to direct your work.

1. The central idea behind Westward Expansion, that was pursued by American's with almost missionary zeal, was called "Manifest Destiny". Give a good definition/explanation of this idea.

2. Many people felt that America made a diplomatic blunder in 1819, when purchasing Florida from Spain. Why? (p.55)

3. How did Texas come to be settled? What were early requirements to settle there?

4. Why did the Mexicans finally become alarmed with the settlement of Texas?

5. What was the "basic cause" for the Texas revolution and the subsequent war with Mexico by the United States?

6. After 1824, the Texans rebelled against Mexico. Why?

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7. What was the official U.S. government position towards the revolt? The unofficial position of the American people?

8. What was the importance of the battles of the Alamo and Galiad?

9. What happened on March 2, 1836?

10. "The United States could do nothing. Texas would have to save itself". (p. 60). Why did Jackson and the U.S. take this position?

11. How and why did Sam Houston manage to defeat Santa Anna's army?

12. How did Texas manage to be granted independence from Mexico?

13. Although Texans had become free citizens of an independent country they were still not satisfied--they wanted to become a part of the United States. But the admission of Texas became a hot political issue. Why?

14. By 1844, many matters concerning the West were becoming important. What were the three big issues of 1844 concerning expansion?

15. Why was James K. Polk (the first dark horse candidate to become president) elected in 1844, and how did his election affect Texas?

16. When Polk took office, he had three goals. What were they?

17. Polk tried to deal with Mexico through John Slidell. What did he offer and why did Mexico reject the deal?

18. By ordering General Zachary Taylor ("Old Rough and Ready") to take a position on the Rio Grande, did Polk provoke war?

19. What were the four reasons Polk gave in his war message to Congress against Mexico? Was he justified?

20. Why did some Americans oppose the war with Mexico? Was the opposition Sectional? Who specifically and for what reasons were they opposed to the war?

21. Why did the Americans, although highly outnumbered, win the war?

22. What were the terms of the Treaty of Guadalupe Hidalgo?

23. War with Mexico. From your point of view, was it necessary? Justify your answer.

Goettel. <u>America's Wars-Why</u>? McDougal Little and Company. 1974, pp. 54-71.

UNITED STATES HISTORY
CIVIL WAR AND RECONSTRUCTION
1850-1876
UNIT V

NAME _____

DATE _____ SECTION _____

MULTIPLE CHOICE: PUT THE LETTER OF THE BEST ANSWER IN THE SPACE PROVIDED.

1. ____ The invention of the cotton gin (A. had little effect on slavery B. made slavery more important to the South C. made slavery less important to the South D. raised the price of cotton E. Both B and D).

2. ____ All of the following were Southern arguments for slavery EXCEPT (A. the slave was an inferior human being B. slavery helped the South develop its leaders C. slavery led to depression D. slaves were better off than Northern factory workers).

3. ____ All of the following were arguments of the north against slavery EXCEPT (A. slavery was not profitable B. slavery was opposed to American beliefs in equality C. slavery threatened the unity of the U.S. D. slavery held back the growth of the American economic system).

4. ____ The abolitionists were (A. against slavery B. against the tariff C. for slavery D. against big business).

5. ____ The "underground railroad" sought to (A. bring slaves into the U.S. B. help slaves escape from the South C. prevent escapes by slaves D. prevent debate on slavery in Congress).

6. ____ The "Great Compromiser" was (A. Henry Clay B. Charles Finny C. Jefferson Davis D. John C. Calhoun).

7. ____ The Wilmot Proviso sought to (A. abolish slavery in the U.S. B. allow settlers to vote on the issue of slavery C. permit slavery in some parts of lands won from Mexico D. forbid slavery in all land gained from Mexico).

8. ____ The Fugitive Slave Law (A. protected the slave B. protected the factory worker C. protected the slave owner D. protected the homesteader from runaway slaves).

9. ____ An important result of the Kansas-Nebraska Act was (A. the end of the Missouri Compromise B. that people died C. the repeal of the Compromise of 1850 D. the extension of slavery into Nebraska E. none of the above F. all of the above).

10. ____ Dred Scott claimed freedom (A. because he had lived in free territory for several years B. because all slavery was illegal C. because he had been freed by his master D. because he was ordered free by the Supreme Court).

11. ____ The ruling in the Dred Scott case (A. made the North give in to the South B. made Southerners resent the Supreme Court C. made many people in the North decide that compromise was impossible D. settled the slavery issue in the U.S.).

12. ____ Support for the Whig party came from all of the following EXCEPT (A. small farmers in the West B) northern businessmen C. plantation owners of the South D. none of the above).

13. ____ The Republican party drew its support from all of the following EXCEPT (A. free farmers of the West B. Southern Unionists opposed to secession C. reformers D. secessionists).

14. ____ John Browns purpose was to (A. unite the North and South B. enforce the Dred Scott decision C. lead a slave revolt in the South D. put down a slave revolt in the South).

15. ____ The Republican platform of 1860 was favorable to the North because (A. it promoted Northern economic interests B. it promoted Northern political interests C. it promoted religious reform views D. it promoted Northern abolitionist views).

16. ____ The Republican program for a homestead law was mainly aimed at (A. Southerners B. northern businessmen C. western farmers D. abolitionists).

17. ____ The election of Lincoln in 1860 (A. eased the crisis B. raised the threat of secession by the South C. made the North unhappy D. did not bring the Republican party to power).

18. ____ The Republican victory in 1860 made possible all of the fol-owing EXCEPT (A. the continuation of slavery B. thousands of federal jobs for party members C. growth of the Republican party in the South D. the restriction of Southern power).

19. ____ The first state to leave the Union was (A. Virginia B. Alabama C. South Carolina D. Georgia E. Both B and C).

20. ____ The Civil War began at (A. Richmond B. Forth Sumter C. Fort Kerney D. Fort Calhoun E. none of the above).

21. ____ The Civil War was most probably fought to (A. preserve the union B. destroy the union C. free the slaves D. pass the homestead law).

22. ____ All of the following were economic conflicts between the North and the South except (A. the issues of the tariffs B. the issue of aid to build a railroad C. the issue of strict interpretation of the Constitution D. the issue of a slave vs. a free work force).

23. ____ The view that the federal union was a permanent one (A. was held by both North and South B. was held only by the South C. was denied by the North D. was held by the North but denied by the South).

24. ____ National feeling was strongest (A. in the South B. in the South and West C. in the North and South D. in the North and West).

25. ____ The president of the Confederacy was (A. Polk B. Lee C. Davis D. Ridgeway E. none of the above).

26. ____ The Trent Affair involved the U.S. in a dispute with (A. France B. England C. Germany D. the South).

27. ____ The turning point in the war was the battle of (A. Appomattox B. Antietam C. Second Battle of Bull Run D. Vicksburg E. none of the above).

28. ____ A serious problem facing the South was (A. the blockade by English ships B. the growing power of England in North America C. the effectiveness of the Northern blockade D. the lack of sympathy for the Southern cause in England).

29. ____ The Emancipation Proclamation was issued primarily to (A. free the slaves B. keep England out of the war C. gain the support of France D. none of the above).

30. ____ The Emancipation Proclamation (A. freed the slaves B. freed only Southern slaves C. provided for compensation for freed slaves D. all of the above).

31. ____ General Lee surrendered at (A. Gettysburg B. Vicksburg C. Richmond D. Appomattox).

32. ____ As a result of the Civil War the authority of the federal government (A. remained unchanged B. was greatly reduced C. was less than that of the states D. was greatly enlarged).

33. ____ The following act freed the slaves (A. Morill Act B. Thirteenth Amendment C. Emancipation Proclamation D. All of the above).

34. ____ The goal of the abolitionists was finally achieved by the (A. Emancipation Proclamation B. defeat of the South C. 13th Amendment D. election of Grant in 1868).

35. ____ Lincolns vice president who would later be impeached was (A. Grant B. Hayes C. Tilden D. Johnson E. none of the above).

36. ____ The Radical Republicans demanded (A. the end of reconstruction in the South B. a harsher reconstruction plan than Lincoln of Johnson proposed C. a milder reconstruction plan than either Lincoln or Johnson had proposed D. the adopation of the 20% plan)

37. ____ President Lincolns main idea about reconstruction was that (A. the South was to blame for seceding B. no secession had actually taken place C. Congress must plan for admitting the South to the union D. the South must not be allowed back into the union).

38. ____ The purpose of the Freedmans Bureau was to help the former slaves to (A. obtain the ballot B. govern themselves C. support themselves D. all of the above).

39. ____ The Black Code laws were those laws (A. forced upon the South by the North B. passed in the South to bind freedmen to their work C. which gave work to the exslaves D. passed by the Radical Republicans

40. ____ Northerners who came to the South to work with the freedmen were often called (A. Radical Republicans B. Carpetbaggers C. Black Code Men D. Southern Northerners).

41. ____ The 14th Amendment (A. gave freedom to the slaves B. gave the right to vote to the Negro C. extended the protection of "due process of law" to citizens of states D. limited the protection of due process of law to those with national citizenship).

42. _____ The purpose of the Ku Klux Klan was (A. to frighten Negroes B. to help Negroes C. to help Negroes find jobs D. to abolish slavery).

43. _____ Which of the following was not a "Civil War Amendment"? (A. 12th B. 13th C. 14th D. 15th E. 16th F. Both A and E)

44. _____ The greatest scandal during the Grant administration was (A. "Sewards Ice Box" B. Whiskey Ring C. Credit Moblier D. Black Friday).

45. _____ All of the following worked against the Negro in the South EXCEPT (A. grandfather laws B. 15th Amendment C. poll tax D. literacy tests).

46. _____ The compromise worked out for the election of 1876, provided that (A. the Radical Republicans would continue in office B. the Republicans would win the presidency but would remove federal troops from the South C. the Republicans would win the presidency and would keep federal troops in the South D. no Republican would be elected president that year).

47. _____ The 15th Amendment said that no citizen could be denied the right to vote on account of his/her (A. race B. religion C. background D. nationality).

48. _____ The group strongly opposed to the Radical Republicans were (A. the scalawags B. Carpetbaggers C. KKK D. all of the above).

49. _____ The Radical Republicans sought to gain political control over the U.S. by (A. attacking the Supreme Court B. restricting the power of the President C. Tenure In Office Act D. all of the above).

50. _____ President Johnson was (A. removed from office B. brought to trial for crimes in office C. defended by Stanton D. supported by the Radical Republicans E. died in office).

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TRUE OR FALSE: WRITE TRUE OR FALSE IN THE SPACE PROVIDED

1. _____ The Fugitive Slave Act was bitterly resented by the North.
2. _____ The issue of slavery led to a virtual civil war in Kansas.
3. _____ The Supreme Court in the Dred Scott decision declared a slave to be a citizen.
4. _____ The Dred Scott decision was the first time the Supreme Court declared a law passed by Congress unconsititutional.
5. _____ In the election of 1856, the Republican candidate was Lincoln.
6. _____ The Democratic party was badly split in 1860.
7. _____ The firing on Fort Sumter by the Confederates marked the beginning of the Civil War.
8. _____ The blockading of ports was a strategy used by the U.S. Navy.
9. _____ The executive authority in the national government greatly expanded as a result of the Civil War.
10. _____ Lack of manpower helped contribute to the ruin of the South during the war.
11. _____ Lincoln's plan for Reconstruction was generally regarded as an easy one on the South.
12. _____ Many Congressmen felt that Reconstruction was a matter for the executive branch of government to decide.
13. _____ The passage of the 14th Amendment had little to do with the plan for Reconstruction.
14. _____ Federal troops occupied the South until 1876.
15. _____ The Reconstruction Acts divided the South into military districts.
16. _____ Reconstruction ended in after the Grant administration.

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UNITED STATES HISTORY
CIVIL WAR AND RECONSTRUCTION
1850-1876
UNIT V

NAME _____

DATE _____ SECTION _____

MULTIPLE CHOICE: PUT THE LETTER OF THE BEST ANSWER IN THE SPACE PROVIDED.

1. _____ The import of slaves into the U.S. (A. had always been illegal B. was allowed after 1808 C. was illegal after 1808 D. has always been permitted).

2. _____ Slavery existed throughout the South, (A. but less than 10% of the Southerners owned slaves B. and almost all Southerners owned slaves C. with almost all Southerners owning slaves D. but only about 25% of the Southerners owned slaves E. none of the above F. Both A and B).

3. _____ All of the following were Southern arguments for slavery EXCEPT (A. the slave was an inferior human being B. slavery helped the South develop its leaders C. slavery led to depressions D. slaves were better off than northern factory workers).

4. _____ Slavery was said to be an economic threat to the North because (A. slaves had no money to but manufactured products B. the slaves worked to hard C. slaves were too experienced D. most slaves could not work as well as free farmers).

5. _____ All of the following were arguments of the North against slavery EXCEPT (A. slavery was opposed to the American belief in equality B. slavery was not profitable C. slavery threatened the unity of the U.S. D. slavery held back the growth of the American economic system).

6. _____ Extreme abolitionists argued that (A. slavery had to be ended at once B. slavery should continue in the Southern states, but not be allowed to spread C. slavery should be ended and the planters be paid for their freed slaves D. none of the above).

7. _____ The Wilmot Provise sought to (A. abolish slavery in the U.S. B. allow settlers to vote on the issue of slavery C. permit slavery in some parts of land won from Mexico D. forbid slavery in all land acquired from Mexico).

8. _____ The Compromise of 1850, contained all of these points EXCEPT (A. slavery to be ended in the District of Columbia B. California to be admitted as a free state C. popular sovereignty to apply in the Mexican Cession lands D. a Fugitive Slave law to be applied).

9. _____ The Fugitive Slave Act (A. did not apply in free states B. caused riots in the South C. required Northerners to help catch runaway slaves D. applied only in New England).

10. _____ The Kansas-Nebraska Act proposed (A. to end slavery in the Kansas territory B. to bring slavery into the Kansas territory C. to let Congress decide on slavery in Kansas-Nebraska D. to settle the issue in Kansas by popular sovereignity).

11. _____ Most Northern resentment against the Compromise of 1850 had centered about the (A. Fugitive Slave Act B. ideas of popular sovereignity C. admission of Texas D. admission of California to the Union).

12. ____ More and more Northerners supported the abolitionists because they were worried (A. that the North was growing to slowly in population B. that slavery might not come to an end in the South C. that the Kansas-Nebraska Act would be repealed. D. that slavery might be extended into the territories).

13. ____ All of the following rulings were made in the Dred Scott decision EXCEPT (A. slaves were not citizens of a state or nation B. slaves were property C. Congress cannot limit rights to take slaves into any territory D. Dred Scott had a right to bring a case into Federal Court).

14. ____ The ruling in the Dred Scott case (A. made the North give in to the South B. made Southerners resent the Supreme Court C. made many people in the North decide that compromise was impossible D. settled the slavery issue in the U.S.).

15. ____ Support for the Whig party came from all of the Following EXCEPT (A. small farmers in the West B. northern business men C. plantation owners in the South D. none of the above E. all of the above).

16. ____ All of the following statements are true EXCEPT (A. the Republican party favored abolition of slavery B. the Republican party was formed in 1854 C. the Republicans became the major opponents of the Democrats D. the Republicans opposed any further extension of slavery).

17. ____ The Republican platform of 1860 was favorable to the North becuase (A. it promoted northern economic interests B. it promoted political interests C. it promoted religious reform ideas D. it promoted northern abolitionists views).

18. ____ The Republicans appealed to the anti-slavery vote by support of (A. a high tariff B. the building of a railroad C. the Wilmot Provise D. a pledge that each state should control its own domestic problems E. none of the above).

19. ____ The Republican victory in 1860, madepossible all of the following EXCEPT (A. the continuation of slavery B. thousands of Federal jobs for party members C. growth of the Republican party in the South D. the restriction of Southern power).

20. ____ In his first inaugural address, President Lincoln (A. threatened the South with secession B. assured the Southern states that their right to secession would be protected C. promised to abolish slavery D. said that secession could not be permitted).

21. ____ The Civil War was most probably fought to (A. preserve the Union B. destroy the Union C. free the slaves D. pass a Homestead Law).

22. ____ All of the following were economic conflicts between the North and South EXCEPT (A. the issue of the tariffs B. the issue of aid to railroad construction C. the issue of strict interpretation of the Constitution D. the issue of a slave economy vs. a free economy).

23. ____ The view that the Federal Union was a permanent one (A. was held by both North and South B. was held only by the South C. was denied by the North D. was held by the North, but denied by the South).

24. ____ Lincoln claimed that the Civil War was fought to (A. free the slaves B. to gain political interest C. to preserve the union D. to insure states rights).

25. ____ All of the following were Northern advantages EXCEPT (A. industrial ability B. military leadership at the beginning of the war C. ability to pay for war costs D. railroad mileage available.

26. ____ The Trent Affair involved the U.S. in a dispute with (A. France B. England C. Germany D. the South)

27. ____ The turning point of the Civil War was the battle of (A. Appomattox B. Antietam C. Second Battle of Bull Run D. Vicksburg E. none of the above).

28. ____ The Emancipation Proclamation was issued primarily to (A. free the slaves B. keep England out of the war C. gain the support of France D. none of the above).

29. ____ All of the following were political results of the war EXCEPT (A. the power of the president was expanded B. the principle of states rights was expanded C. the right of secession was wiped out D. the federal authority was now supreme in the land).

30. ____ Copperheads were (A. strongly opposed to the South B. Northern southern sympathizers C. people who wore metal hats D. were Southern Republicans).

31. ____ The great destruction of the war and the freeing of the slaves resulted in (A. the strengthening of southern economic life B. the break-up of the Southern plantation system C. the end of agriculture in the South D. a need for more plantation like farms).

32. ____ The following act freed the slaves: (A. Merrill Act B. Thirteenth Amendment C. Emancipation Proclamation D. All of the above).

33. ____ The goal of the abolitionists was finally achieved by (A. the Emancipation Proclamation B. the Defeat of the South C. Thirteenth Amendment D. Election of Grant in 1868).

34. ____ Both the State suicide theory and conquered provence theory (A. were strongly backed by Lincoln B. were proposed by Radical Republicans C. had the backing of the Democrats D. were demanded by Southerners).

35. ____ As a result of his disputes with Congress, President Johnson was (A. forced to resign B. impeached by the House but not convicted by the Senate C. impeached by the House and the Senate D. impeached by the House and convicted by the Senate).

36. ____ In the period between 1865-1912 (A. the Democrats won a majority of presidential elections B. Democrats and Republicans shared evenly in political victories C. the Democrats failed to elect a single president D. the Republicans elected a majority of the presidents).

37. ____ One problem arising for freedmen in the South was that they (A. did not represent a majority in any state B. had never before lived as inferiors C. did not want equal rights under the law D. had lived as slaves but now had to find ways of earning a living).

38. _____ The 14th Amendment (A. gave freedom to the slaves B. gave the right to vote to the Negro C. extended the protection of "due process" to citizens of states D. limited the protection of "due process" to those with national citizenship).

39. _____ The greatest scandal during the Grant administration was (A. "Sewards Ice Box" B. Whiskey Ring C. Credit Moblier D. Black Friday E. none of the above).

40. _____ The compromise worked out for the election of 1876 provided that (A. the Radical Republicans would continue in office. B. the Republicans would win the Presidency but would remove federal troops from the South).

TRUE OR FALSE: WRITE TRUE OR FALSE IN THE SPACE PROVIDED

1. _____ The principle of popular sovereignity was basically very popular in the North.

2. _____ Dred Scott claimed freedom on the basis of popular sovereignity.

3. _____ The Dred Scott decision was only the second time the Supreme Court had ruled an act of the Congress unconstitutional.

4. _____ The Republican party supported the Wilmot Proviso.

5. _____ The North denied the right of any state to secede.

6. _____ The willingness of people to compromise brought on the Civil War.

7. _____ The unity of the North brought an extension to the ideas of States Rights.

8. _____ To most freedmen the Democratic party was the party of freedom.

9. _____ The issuing of greenbacks was generally opposed by business in the period after the war.

10. _____ The Wade-Davis bill was opposed by the Radical Republicans.

11. _____ The Radical Republicans favored stern punishment of the South.

12. _____ Andrew Johnson has been the only U.S. President removed from office by the Congress.

13. _____ Though he had been a great General, President Grant did not become a strong president.

14. _____ The Radical Reconstruction of the South, even with its good intentions, probably hurt the Negro more than helped.

15. _____ To this day, the South usually votes Democratic.

SHORT PARAGRAPH

The Civil War lasted from 1861 - 1865, but it causes preceded it by many years. In a short paragraph, explain how any THREE of the following helped to bring on the Civil War.

A. States-Right Theory
B. Tariff Issue of 1832
C. Abolitionists
D. Popular Sovereignity
E. Kansas-Nebraska Act
F. Dred Scott Decision
G. Balance of Power
H. Southern Nationalism

UNITED STATES HISTORY
CIVIL WAR
INDEPENDENT STUDY ASSIGNMENT
UNIT V

DUE DATE _____

There has been much argument and debate over what caused the American Civil War. Many authors have suggested various reasons for and offered opinions about the conflict.

Listed below are various statements about the Civil War which reflect various opinions about the Civil War.

Write an essay incorporating all of the following items. In discussing each one, give evidence that will justify the statement. Conclude with this question: What caused the American Civil War?

Essay is to be written in ink or typed. If it is appropriate, include footnotes and/or a bibliography of sources used.

A. "The moral problem over slavery was the cause of the Civil War. Radicals both North and South brought on the war with either their anti or pro slavery in Western lands."

B. "The cause of the Civil War was an inherent clash between States Rights and the Federal Government over the constitutionality of restricting slavery in Western lands."

C. "Fundamental to an understanding of the Civil War is to understand that developing American Capitalism was the cause of the war. It was basically a clash between different economic interests."

D. "The war was an 'irrepressible' conflict, nothing could have been done to stop it."

E. "The war was a needless war. It could have been prevented by a compromise ...or something. It was a failure of political leadership which was weak at best. If only Clay were alive, he'd know what to do!"

F. "The basis of the Civil War was simply the fact of Southern Nationalism (sectionalism). They had a unique social, political, and economic system which did not fit in with the rest of the country, namely the North and West."

UNITED STATES HISTORY
AMERICA'S WARS-WHYS?
THE CIVIL WAR

NAME _____

DATE _____ SECTION _____

THE FOLLOWING QUESTIONS ARE DESIGNED TO HELP YOU IN YOUR READING AND UNDERSTANDING OF THE ARTICLE ON THE CIVIL WAR. IN SOME INSTANCES. DIRECT QUOTES AND PAGE REFERENCE NUMBERS HAVE BEEN GIVEN TO HELP YOU IN THIS ASSIGNMENT. THIS ASSIGNMENT IS DUE _____. IT MAY BE COLLECTED AND USED AS A TEST/QUIZ GRADE. IT MUST BE FINISHED ON THE DUE DATE.

1. Why was slavery called Americas "great paradox"?

2. What is a paradox?

3. What was the major underlying cause of the Civil War?

4. "Before 1830 most Southerners generally admitted that "slavery is an evil and an injustice". (p. 73) But if this was true, how come slavery continued to persist and exist in the South? Give FIVE reasons in your answer. (pp. 73-75)

5. According to the article, what was the "real issue" of the Nullification problem of 1832-33?

6. Who made slavery a moral issue?

7. Why were slave insurrections, "the Souths most dreaded nightmare"?

What is an insurrection?

8. Who did the Southerners blame specifically for Nat Turners rebellion?

9. What was the importance of Harriet Beecher Stowes novel Uncle Tom's Cabin?

10. The abolitionists were extremists. Explain what this means.

11. What was the purpose of the Compromise of 1850?

12. What was the political importance of the Kansas-Nebraska Act of 1854?

13. How did the Dred Scott decision lead people to the Republican Party?

14. "Here was the gut issue that would divide the country and lead to Civil War, for on this there could be no compromise." (p. 86) What was the gut issue?

15. "Southerners were convinced...that Lincoln, that 'blackhearted abolitionist franatic' was dedicated to the violent destruction of slavery and the Southern way of life." (p. 87) Why did they believe this when Lincoln spoke out to the contrary?

16. What was the importance of the election of 1860?

17. "It was obvious from the start that the Republicans would win (the election of 1860)." Why was it obvious?

18. The first Southern State to secede was _____.
The six states that followed were:

19. James Buchanan was a "lame duck president." What does this mean?

20. The Southern States that seceded formed a confederal form of government. Define a confederal form of government?

21. By the way, what does secession mean anyway?

22. Who was the "leader" of the Confederate States of America?

23. "...To most Northerners this became the urgent issue, with slavery taking a back seat." (P. 89) What was the "urgent issue"?

24. Lincoln believed that secession was illegal. Why?

25. What was the direct cause of the fighting between the North and South?

26. Why did North Carolina, Tennessee, Arkansas and Virginia secede?

27. Why did Southerners fight the Civil War?

28. More Americans died in the Civil War than in all other American wars combined. Why?

29. What did Lincoln mean when he said, "There can be no successful appeal from the ballot to the bullet"? (p. 95)

30. Lincolns assassination was called "the greatest single tragedy in American history." Why?

31. What did Lincoln suggest when he said, "Do I not destroy them (my enemies) when I make them my friends?" (p. 95)

32. In 1861, Lincoln devised a plan to prevent (end) the Civil War. It was a plan for "gradual, compensated emancipation of all slaves." What does this mean?

33. The Civil War was "inevitable". Why?

What does inevitable mean in any case?

34. According to the Article, the Civil War accomplished two things. What were they?

NOTE: Goettel. <u>America's Wars-Why?</u> McDougal Little and Company, 1974. pp. 72-97.

UNITED STATES HISTORY
POST-CIVIL WAR 1876-1900
UNIT VI

NAME _____

DATE _____ SECTION _____

MULTIPLE CHOICE: PUT THE LETTER OF THE ANSWER THAT BEST FITS IN THE SPACE PROVIDED.

1. ____ The increased use of machines in manufacturing resulted in (A. higher prices and a lower standard of living B. higher prices and a higher standard of living C. lower prices and a lower standard of living D. lower prices and a higher standard of living).

2. ____ An important reason for the increase in the number of corporations was that the corporation (A. made higher profits B. made it possible to raise less money C. did not have the problem of limited liability D. made it possible to raise large sums of money by selling stock to the public).

3. ____ If a corporation should become bankrupt, the shareholders (A. are not liable for the debts B. are just as liable for the debts as if they were full owners C. must pay off only some of its debts D. none of the above).

4. ____ An important change in the country resulting from the closing of the frontier was (A. the spread of democracy B. the providing of a "saftey valve" for workers in the East C. no more frontier D. none of the above).

5. ____ The Homestead Act helped open the West by (A. offering free transporation to new lands B. offering 160 acreas of land free to anyone for the asking C. offering 160 acres of land to anyone who could buy it D. offering 160 acres of free land to anyone working it for five years).

6. ____ The relatively cheap cost of steel during our nations development was due to (A. the climate of the country B. the sources of rich oil deposits C. the rich deposits of coal and iron ore D. the use of steel in most modern industries).

7. ____ All of the following are arguments for free competition except (A. it would lead to better quality goods B. it would raise prices C. it would result in a wider variety of products D. it would reduce prices).

8. ____ All of the following were arguments in favor of the regulation of business except (A. the public had to be protected B. corporations were too powerful to be allowed complete freedom C. political groups needed more power D. the government had to help prevent monopolies).

9. ____ The federal government was limited in its regulation of business because (A. it already had too much power B. government regulation could only be applied to small business C. it could regulate firms operating only in two or more states D. because it could only regulate firms operating only in one state).

10. ____ The management of the large corporations of the 1890's was (A. far removed from those working for the company B. closer to workers than owners of smaller firms C. more interested in helping unions get started D. little different from the old type of ownership).

11. ____ The new corporations were more impersonal than older firms because (A. they had more money B. they were interested in profits C. they were much larger and had no single owner D. they belonged to one man).

12. ____ The first truly successful national union was the (AAF OF L B. Knights of Labor C. National Trades Union D. National Labor Union).

13. ____ The main idea of organization of the AF of L was (A. to form one big union B. to form craft unions and unite them into a single union C. organize unskilled workers D. to promote Socialism E. none of the above).

14. ____ All of the following changes resulted from the agricultural revolution except (A. more food was produced by each farmer B. more farmers were growing crops for cash C. more farmers were faced with the problem of surplus crops D. fewer farmers used scientific method).

15. ____ A flexible credit system was important to farmers because (A. it would reduce the debt of the farmer B. it helped them produce more crops C. it raised the cost of production D. it would make more credit available when needed).

16. ____ An important demand of the Grangers was (A. regulation of railroad rates by the state B. the end of all government regulation C. higher prices for middlemen who sell goods D. the end of cheap money E. none of the above).

17. ____ The idea behind the demand for free silver was (A. to lower the price of silver B. to have the government pay nothing for the silver it needed C. to stop the use of silver in American currency D. to have the government mint all the silver it could buy E. none of the above).

18. ____ The ideas of the Populists (A. over the years have been accepted in most part by the nation B. were never accepted in any part of the nation C. were not regarded as radical at the time D. were no different than the ideas of other parties).

19. ____ The Credit Mobilier affair (A. damaged the reputation of the two parties B. led to an end to subsidies to railroads C. damaged the reputation of the Grant Administration D. hurt the Democrats more than the Republicans).

20. ____ The object of the Civil Service reform movement was to (A. increase the number of government workers B. end political control of federal appointments C. strengthen the political parties D. bring about fewer federal job appointments).

21. ____ The Pendleton Act (A. decreased the number of federal jobs B. made political influence stronger than ever in getting federal jobs C. made all federal jobs dependent upon examination D. introduces a major reform by establishing a Federal Civil Service).

22. ____ Which of the following came first: (A. election of Hayes B. election of Grant C. election of Garfield D. none of the above).

23. ____ Which of the following came first: (A. disputed election of 1876 B. Reconstruction of the South C. assassination of Garfield D. all of the above E. none of the above).

24. _____ Which of the following came last: (formation of the Republican party B. Reconstruction of the South C. the Civil War D. all of the above E. Both A and B).

25. _____ The passage of the Sherman Silver Purchase Act resulted in (A. lower prices B. inflated prices C. less use of silver in coins D. the anger of farm groups).

26. _____ The free-silver program drew its chief support from (A. Populists only B. both Republicans and Democrats C. Republicans D. Populists and southern Democrats and a few estern Republicans).

27. _____ The Populists movement proposed all the following reforms except (A. direct election of Senators B. government regulation of railroads C. improvement of slum conditions D. increase in the amount of money in circulation).

TRUE OR FALSE: WRITE/PRINT TRUE OR FALSE IN THE SPACE PROVIDED

1. _____ The idea of equality was not accepted on the frontier.
2. _____ The movement westward helped to encourage inventiveness.
3. _____ America had no frontier until after 1865.
4. _____ The United States Steel Corporation was the first billion-dollar corporation in the United States.
5. _____ Those opposed to government regulation feared it might lead to favoring one group over another.
6. _____ A monopoly in an industry means that many firms control that industry.
7. _____ State governments do not regulate any business firms.
8. _____ The 1890's was the first time that unions appeared in the United States.
9. _____ Yellow dog contracts were one of the methods used by unions to win their demands.
10. _____ The purpose of picketing is to keep others from entering a factory that is on strike.
11. _____ The purpose of collective bargining is to have the union act as spokesperson for the workers.
12. _____ Public opinion strongly favored unions in the 1800's.
13. _____ Membership in the Knights of Labor was open to all people.
14. _____ Farmers had plenty of credit in the period after 1865.
15. _____ The cost of certain goods to the farmer was affected by the control certain monopolies had over certain products.
16. _____ The Farmers Alliance was, in general, against a cheapened currency.
17. _____ The Greenbackers wanted cheap money which would reduce prices.
18. _____ Inflation and cheap money would increase the amount of money in circulation.
19. _____ The original Republican party of 1854 was made up of many different political groups.
20. _____ The economic distress of the farmers was a cause of Democratic strength after the Civil War.
21. _____ The "bloody shirt" served to advance the interests of the Democrats.
22. _____ The "Tweed Ring" was a corrupt Democratic group in New York City.
23. _____ After 1876 the right of the Negro to vote in the South was protected by a varity of means.
24. _____ The Greenback movement was mainly a farm protest movement.
25. _____ The Populist ideas did not have much support in the Democratic party.

UNITED STATES HISTORY
POST-CIVIL WAR 1876-1900
UNIT VI

NAME _____

DATE _____ SECTION _____

MULTIPLE CHOICE: PUT THE LETTER OF THE ANSWER THAT BEST FITS INTO THE SPACE PROVIDED

1. ____ The increased use of machines in manufacturing resulted in (A. higher prices and a lower living standard B. higher prices and a higher standard of living C. lower prices and a lower standard of living D. lower prices and a higher standard of living).

2. ____ The growth of industry led to (A. small cities B. larger cities C. no change in the size of cities D. none of the above).

3. ____ The development of industry (A. had no effect on unionism B. led to a rise in unionism C. led to less unionism D. Both A and B).

4. ____ People moved West for all of these reasons EXCEPT (A. the desire to get cheap land B. the hope of a fresh start C. the fear of a war D. the desire for riches).

5. ____ The American frontier (A. did not change much over the years B. was constantly moving eastward C. was the most civilized area D. was constantly moving westward).

6. ____ In the period after 1865, (A. industry did not expand very much B. only certain industries expanded C. industry expanded greatly in size and importance D. there was little concern with expanding industry).

7. ____ A strong argument against monopoly in business was that (A. it was a bad thing for profit B. it could lead to unfair price rises C. it might lead to lowered prices D. it would make government too powerful).

8. ____ All of the following were arguments in favor of government regulation of business EXCEPT (A. the public had to be protected B. corporations were too powerful to be allowed complete freedom C. political groups needed more power D. the government had to help prevent monopolies).

9. ____ An important part of the regulation of the railroads was the power of (A. the railroads to fix rates B. the government to fix rates C. the government to collect fares D. the government to own the railroad).

10. ____ All of the following were problems of the workers EXCEPT (A. the lack of dignity B. long hours of work C. paid vacations D. low wages).

11. ____ The first successful National union was (AF of L B. Knights of Labor C. National Trades Union D. National Labor Union).

12. ____ The main idea of organization in the AF of L was (A. to form one big union B. to form craft unions and form them into a single union C. to organize unskilled labor D. to promote Socialism).

13. ____ One important reason for the high cost farmers had was (A. the lack of free land B. the high rates charged by companies with monopolies on fertilizer and seed C. the high prices charged for food D. the fact that easy credit was available).

14. _____ The high tariffs on goods entering the U.S. (A. resulted in lower cost to the farmer B. resulted in high profits for the farmer C. resulted in higher costs to the farmer D. was not an important factor in costs to the farmer).

15. _____ One important demand of the Grangers was (A. regulation of railroads by state law B. the end of all government regulation C. higher prices for middlemen who sell goods D. the end of cheap money).

16. _____ One important purpose of cooperatives was to (A. end government regulation B. increase the profits of middleman C. bring about cheap money D. lower costs by cutting out the middleman).

17. _____ Grangers, Greenbackers, Alliance men, and Populists all wanted (A. less government regulation B. an end to the agricultural revolution C. less inflation D. some means for cheapening the currency).

18. _____ During Grants administration (A. the power of the Executive branch grew stronger B. the Legislative branch gained in strength C. the President made Congress do its bidding D. Congress and the President did not get along well).

19. _____ As a result of the compromise that settled the election of 1876 (A. the Democrats gained control of the presidency B. the federal troops were removed from the South C. the ex-slaves won full legal rights D. the Republicans retained control of the South).

20. _____ The object of the Civil Service reform movement was to (A. increase the number of government workers B. end political control of federal appointments C. strengthen the political parties D. bring about fewer federal job appointments).

21. _____ The assassination of President Garfield pointed out the dangers of (A. American politics B. the spoils system C. the Civil Service system D. dispute in the Republican party).

22. _____ Which of the following came first: (A. election of Hayes B. election of Grant C. election of Garfield D. none of the above).

23. _____ Which of the following came first: (A. disputed election of 1876 B. Reconstruction of the South C. assassination of Garfield D. none of the above).

24. _____ Which of the following came first: (A. formation of the Republican Party B. Reconstruction of the South C. the Civil War D. none of the above).

25. _____ The important issues that troubled the farmers included all of the following EXCEPT (A. high farm prices B. not enough credit C. increased costs to farmers D. falling farm prices).

26. _____ The Populist movement proposed all of the following EXCEPT (A. direct election of Senators B. government regulation of the railroad C. improvement in slum conditions D. increase in the amount of money in circulation).

TRUE OR FALSE: WRITE/PRINT TRUE OR FALSE IN THE SPACE PROVIDED

1. _____ The idea of equality was not accepted in frontier areas.
2. _____ Most western settlers felt the Indians were their friends.
3. _____ There was little democracy on the frontier.
4. _____ The policy of price fixing was of benefit to the consumers.
5. _____ Those opposed to government regulation of business feared it might lead to favoring one group over the other.
6. _____ A monopoly in an industry means that many firms control that industry.
7. _____ The use of child labor was common in the 1880's.
8. _____ Yellow Dog Contracts were one of the methods that unions used to win their demands.
9. _____ The purpose of picketing is to keep others from entering a factory that is on strike.
10. _____ The purpose of collective bargaining is to have the union act as spokesperson for the workers.
11. _____ There had been unions in American life before the Civil War.
12. _____ The rise of powerful corporations made it more necessary for the workers to find some means for collective bargaining.
13. _____ The high cost of railroad and elevator rates was a serious problem to farmers.
14. _____ The surplus food problem arose because the U.S. did not raise enough food.
15. _____ Science played only a small part in the agricultural revolution.
16. _____ The Greenbackers wanted cheap money which would reduce prices.
17. _____ The Republican party was probably as honest as the Democratic in the period after the Civil War.
18. _____ Union army veterns generally supported the Republican Party.
19. _____ Grant was generally "a strong" President.
20. _____ After the Civil War the Democrats were often accused of being traitors.
21. _____ The election of 1876 was finally settled by a compromise.
22. _____ The effect of free and unlimited coinage of silver would be to produce inflation.
23. _____ By 1890, almost all American Indians had been moved to reservations.

UNITED STATES HISTORY
INFORAMTION SHEET
INDIANS AND AMERICAN JUSTICE
UNIT VI

In 1960 the Tuscarora Indians of New York lost a case before the Supreme Court. Part of their reservation lands were being taken for an electric power project. They failed to stop this action in court, but several justices disagreed with the majority. Justice Black said:

"...this is their home--their ancestral home. There they, their children and their forebearers were born. They, too, have their memories and their loves. Some things are worth more than money...Great nations, like great men, should keep their word."

But unfortunately, the history of this nation's dealings with the Indians is a sad record of broken promises. The problems was always the same. The Indians held land that the settlers wanted. The methods of getting the land varied. Sometimes fraud was used. Other times force was used. Treaties were signed, often with dishonest chiefs or with Indian leaders defeated in battle. Even these treaties were often broken within a few years. The result was often the same. The Indians were often pushed off their land.

An example of how the government dealt with the Indians is shown in the following excerpt of a statement of Chief Joseph of the Nez Perce Indians to the Government in 1876:

In the treaty councils the commissioners have claims that our country has been sold to the government. Suppose a white man should come to me and say, "Joseph, I like your horses and want to buy them." I say to him, "No, my horses suit me, I will not sell them." Then he goes to my neighbor, and says to him, "Joseph has some good horses. I want to buy them but he refuses to sell." My neighbor answers, "Pay me the money, and I will sell you Joseph's horses." The white man returns to me and says, "Joseph, I have bought your horses and you must let me have them." If we sold our lands to the government, this is the way they were bought.

For a time individual Indian tribes resisted. There were more than 225,000 Indians living in the West. The Sioux, Blackfoot, Crow, Cheyenne, Comanche, and Apache were fiercly independent tribes. Their warriors were often more than a match even for the U.S. Army. But the Indians failed to unite. One by one, they were defeated and driven to reservations. The reservations were often located on poor lands with few resources, where the Indians had great difficulty making a living and preserving their way of life.

Today the American Indians are among the poorest, least educated, and least understood of all the people in our country. Yet all of this great continent once belonged to them. An American, George Catlin, who lived for a time among the Indians during the 1830's wrote later in his life:

"I love a people who have always made me welcome to the best they had...who are honest without laws, who have no jails and no poorhouse...who never take the name of God in vain...who worship God without a Bible, and I believe that God loves them also...who never fought a battle with white men except on their own ground...and oh! how I love a people who don't live for the love of money."

(From: American History Study Lessons, Abramowitz. p. 397; and A High School History of Modern America, Shafer et al. p. 338.)

HARVEY WASSERMAN'S HISTORY OF THE UNITED STATES (Harper and Row, 1972)

THE MACHINE pp. 3-57

1. According to Wasserman, what was the most important result of the Civil War?

2. According to Wasserman, what was the cause of the Civil War?

3. What was the Credit Mobilier Corporation?

4. What was the view of Commodore Vanderbuilt where the law as concerned?

5. What is an injunction?

6. On page 12, what does the phrase "soul of a bookkeeper," mean?

7. There was a stock market "crash" in 1873 and 1893. What were the reasons for the crashes?

8. Who were the "Big Three" of American economic life by the late 1800's?

9. What is a Trust?

10. What is a plutocracy?

11. What was/is the purpose of political machines?

12. How did the 14th Amendment help the corporations?

13. What legal devices were used against the trusts, only to have the trusts use them for their own benefit?

14. What effect was "The Machine" having on American workers? Cite examples to back up your answer.

15. What effect did the new industrial system have on the cities of America?

16. If the "Robber Barons" really believed in free enterprise, why did they create trusts?

17. What is the relationship between Industrialism and Imperialism?

18. Why was Imperialism necessary from the Capitalist point of view?

19. What is the puritan ethic?

20. What is Social Darwinism?

21. Did the men who built Industrial America deserve the title "Robber Barons"?

22. On page 53 is an interesting quote, "'You've got to have better human beings,' said a member of Wilson's Commission on Industrial Relations. 'The State must invest in human beings in the same way you invest in cattle on a farm'". Do you agree or disagree with this idea? Why or Why not?

HARVEY WASSERMAN'S HISTORY OF THE UNITED STATES
THE PEOPLE: REVOLT OF THE FARMERS
pp. 61-111

1. Specifically. What complaints did the farmers have?

2. What was the grange movement? Its goals, success' and falures.

3. What was the Greenback party? It's goals, success' and failures.

4. What was the farmers alliance? Its goals, success' and failures.

5. What was the "subtreasury" plan of the farmers alliance?

6. Would you consider the early farmers organizations as "socialist"? If yes or no, why?

7. In February of 1892, the farmers alliance formed the people or Populist party. What was the party program? Would you consider it socialistic? (for 1892)

8. What was the major Southern problem after the Civil War?

9. According to Wassermann, who created the "New South"?

10. In order to be successful the Populist Party needed the total support of the Northern and Southern Farmers Alliances. What were the inherent (built in) problems which prevented the success of the Populist Party as an independent political party?

11. What was the "Catastrophie" of 1896 of the Populist Party?

12. How did the Democratic Party succeed in destroying the Populist Party? Did they in fact destroy the Party?

13. What was the most pressing issue of the election of 1896?

14. What was the reaction of the eastern money men to the fusion of the Populist and Democratic parties? What did they do?

15. What events by the late 1800's settled the problems of the farmers?

16. The Populist party, success or failure?

HARVEY WASSERMANNS HISTORY OF THE UNITED STATES
THE REVOLT OF THE WORKERS
pp. 112-166

1. Who were the Molloy Maguires and what were their beliefs?

2. What were the causes of the Railroad Strike of 1877? Was the mob "justified in resorting to any means to break the power of the corporation"? What ended the strike?

3. What were the goals of the Knights of Labor? What kind of union was the Knights of Labor?

4. Why did the Knights of Labor as a union organization fail?

5. What was the basic division within the early labor union movement?

6. What position did the AF of L take in the labor division problem? What kind of union was the AF of L?

7. What decision did Samuel Gompers make that saved the AF of L as a viable labor organization?

8. The Haymarket affair has been billed as the first "red scare". Who in fact was the target of the Haymarket reprisials?

9. Generally, what actions were taken to break strikes? Use the Homestead and Pullman strikes as examples.

10. Who was Eugene Debs?

11. What were the major political and economic positions of the American Socialist Party?

12. Who were the wobblies? What did they attempt to do? Why did they fail?

13. What were the causes and results of the Lawrence strike of 1912?

14. What were the causes of the Ludlow strike of 1913-14?

15. Generally, why did attempts to unite all workers prior to 1920 fail?

UNITED STATES HISTORY
PROGRESSIVE ERA
1900-1920
UNIT VII

NAME _____

DATE _____ SECTION _____

MULTIPLE CHOICE: PUT THE LETTER OF THE BEST ANSWER IN THE SPACE PROVIDED

1. _____ Progressive movement was a direct outgrowth of
   A. the Populist Party
   B. the reform turmoil of the late 1800's
   C. imbalance in society
   D. all of the above
   E. none of the above
   F. both A and C

2. _____ Roosevelt's program included all of the following EXCEPT
   A. support for the ideas of lassiz-faire in business
   B. Civil Service reform
   C. regulation of business for the national interest
   D. effort to keep business from controlling government

3. _____ The views of the Progressives were direct opposite of those following
   A. liberalism
   B. reform
   C. lassiz-faire
   D. radicalism
   E. none of the above

4. _____ William Howard Taft was elected President to succeed
   A. McKinley B. Cleveland C. Wilson D. Roosevelt

5. _____ After Taft became President, the policy of "trust busting"
   A. was generally forgotten
   B. was carried out more vigororisly than before
   C. was slowly reduced in importance as an issue
   D. remained unchanged

6. _____ The Clayton Act was concerned with regulation of
   A. conservation
   B. city life
   C. politics
   D. monopolies and trusts

7. _____ Imperialism was promoted by all of the following except
   A. the need for raw materials
   B. the desire for peace
   C. super nationalist feeling
   D. the need for markets for surplus goods

8. _____ All of the following are/were causes of the Spanish-American War except
   A. humanitarianism
   B. yellow journalism
   C. the sinking of the Maine
   D. pacifism

9. ____ A serious problem that arose after the Spanish-American War was
   A. the annexation of Cuba
   B. the taking over of new colonial areas
   C. need to "pacify" the Phillipines
   D. the danger of war with other nations

10. ____ The American turn toward Imperialism brought all of the following results except
   A. the complete end of isolationist thinking
   B. the growth of American prestige
   C. the spread of racist thinking in the U.S.
   D. the gaining of new colonies

11. ____ The Roosevelt Corollary to the Monroe Doctrine
   A. limited American power in Latin America
   B. granted European powers limited rights in Latin America
   C. reduces the power of the Monroe Doctrine
   D. established the U.S. as the "policeman" of the Caribbean

12. ____ "Big Stick" diplomary is connected with the ideas of
   A. President Washington
   B. President Manual Labor
   C. President Theodore Roosevelt
   D. President Taft
   E. None of the above

13. ____ Comodore Perry was responsible for opening trade with
   A. China B. Japan C. the Phillipines D. South Seas

14. ____ The Boxer Rebellion was an attack on foreigners in
   A. China B. Japan C. Manchuria D. the Phillipines

15. ____ The Open Door Policy was proposed by
   A. China B. the U.S. C. Great Britain D. Japan

16. ____ The Central Powers included all of the following except
   A. Germany B. Austria-Hungry C. Spain D. Turkey

17. ____ The Zimmermann Note involved a German promise to
   A. the U.S. B. Italy C. the Central Powers D. Mexico

18. ____ The proposal for the League of Nations came from
   A. France B. England C. the U.S. D. Russia

19. ____ All of the following were reasons for American entry into World War I except
   A. isolationism
   B. unrestricted submarine warefare by Germany
   C. Allied propaganda
   D. American economic interests

20. ____ All of the following tended to be Progressives except
   A. Republican Stalwarts
   B. old Populists
   C. Republican Half-breeds
   D. Intellectuals

21. _____ The swift victory of the U.S. in the Spanish-American War
A. strengthened the Republican Party
B. had little effect on politics
C. strengthened the Democrats
D. weakened both parties

22. _____ The Democratic emphasis on anti-Imperialism in 1900
A. strengthened them in the election
B. did not help their party in the election that year
C. made a deep impression on the American voters
D. led to McKinley's defeat

23. _____ The "evil" of rebates was associated with
A. Conservation B. railroads C. pure foods D. labor relations

24. _____ The Newlands Act was legislation connected with
A. control of monopoly
B. pure food and drugs
C. conservation
D. labor relations

25. _____ The Elkins Act of 1903 and the Hepburn Act of 1906 were concerned with regulating
A. trusts B. conservation C. labor D. railroads

26. _____ The Pinchot-Balinger dispute centered around the issue of
A. conservation B. labor regulation C. railroad regulation D. control of the party

27. _____ The "Bull Moose" convention generally supported
A. the Progressive program of Teddy Roosevelt
B. a position between Taft and Roosevelt
C. the view of Taft
D. neither Taft or Roosevelt

28. _____ During the period from 1901-1912, the
A. Democrats were the party of reform
B. two parties were equally in favor of reform
C. Republicans were the party of reform
D. neither major party favored reform

29. _____ As a result of the Spanish-American War the U.S. took possession of
A. Panama and the Phillipine Islands
B. the Phillipines, Guam, and Puerto Rico
C. Puerto Rico, Guam, and Japan

30. _____ The idea of the right of the U.S. to intervene in any dispute involving the Western Hemisphere was set forth in
A. the idea of Manifest Destiny
B. the Roosevelt Corollary
C. the Monroe Doctrine
D. Olney's response to the Monroe Doctrine

31. _____ The Teller Resolution was an American Pledge
A. to take over the Phillipines
B. not to annex Cuba
C. to help Cuba in any war
D. to take over Cuba

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32. ____ The Progressive movement was basically
A. revolutionary B. radical C. an expansion of liberal democracy
D. a one-party approach to social problems

33. ____ Theodore Roosevelt made one of his greatest contributions to the U.S. in
A. his policy of Conservation
B. medition in the Russia-Japanese War
C. trust-busting
D. none of the above

34. ____ Muckraker was a term used to designate
A. miners working underground
B. writers espousing evil conditions
C. isolationism
D. interventionism

35. ____ All of the following were conditions demanding reform except
A. business honesty
B. growth of monopoly
C. concentration of wealth
D. political corruption

36. ____ All of the following were Progressive reform methods except
A. use of education
B. writings by Muckrakers
C. ideas of progress through social planning
D. none of the above
E. all of the above

SHORT ANSWER

1. What did progressives mean by "direct democracy"?

2. How did the U.S. gain the right to build the Panama Canal?

3. Why did the U.S. go into isolation after World War I?

TRUE OR FALSE: WRITE TRUE OR FALSE IN THE SPACE PROVIDED

37. _____ Most Americans were opposed to the establishment of an American empire.

38. _____ All Republicans were agreed that high protective tariffs were needed.

39. _____ Roosevelt's views on government were not too different than McKinely's.

40. _____ Roosevelt was opposed to all trusts.

41. _____ During Roosevelt's term in office many Progressive reforms were enacted.

42. _____ Lincoln Steffens and Ida Tarbell were two critics of Progressive ideas.

43. _____ The lassiz-faire idea had not been widely accepted in the nation before 1900.

44. _____ Taft had the support of the Progressives in spite of Roosevelt's opposition.

45. _____ Roosevelt's acceptance of the Progressive nomination in 1912 assured a Democratic victory in the election.

46. _____ Woodrow Wilson represented the reform group within the Democratic Party.

47. _____ Wilson's program won many Progressives over to the Democratic party.

48. _____ Isolationist feeling was strong in the U.S. in the early 1800's.

49. _____ The idea of Imperialism was accepted by many Americans in the late 1800's.

50. _____ Yellow Journalism was associated with American isolationist feeling.

51. _____ The Spanish-American War resulted in the beginning of American prestige as a world power.

52. _____ American control of the Phillipines was welcomed by the Filipino people as a whole.

53. _____ Roosevelt's foreign policy was strongly approved by most of the Latin American people.

54. _____ The U.S. interfered in Latin American affairs in order to build the Panama Canal.

55. _____ Japanese modernization helped to keep Japan from being dominated by western imperialist nations.

56. _____ The Progressive measures of the Taft administration outnumbered those of the Roosevelt administration.

57. _____ The Pure Food and Drug Act was passed largely as the result of "muck-raking".

58. _____ The first successful reduction of the tariff since the Civil War was accomplished by the Wilson administration.

59. ____ The chief purpose of the Federal Reserve Act was to provide a flexible banking system to meet the needs of the American people.

60. ____ The muckrakers were writers who urged the U.S. to enter World War I two years before it did.

61. ____ The Clayton-Anti-Trust Act of 1914, was designed to modify the too harsh regulatory features of the Sherman Act against business.

62. ____ Wilson started a preparedness program to stop infringement of American neutral rights.

63. ____ The Russian Revolution of 1917, made it easier for the U.S. to join the allies.

64. ____ World War I stimulated a vast increase in Progressive legislation.

65. ____ The "new freedom" of the Wilson administration was the extension of democracy to more people.

66. ____ As a result of the Smith-Hughs Act (1917), Connecticut built more trade schools.

UNITED STATES HISTORY
THE PROGRESSIVE ERA
1900-1920
UNIT VII

NAME _____

DATE _____ SECTION _____

MATCHING: PUT THE LETTER THAT BEST FITS IN THE SPACE PROVIDED

1.	____	lassiz-faire	A. wise use of resources
2.	____	initiative	B. court order stopping an action
3.	____	muckrakers	C. not taking sides
4.	____	recall	D. agreement to stop fighting
5.	____	Progressives	E. foreign policy idea of Roosevelt
6.	____	reformer	F. refers to the Roosevelt Administration
7.	____	referendum	G. refers to the Wilson administration
8.	____	conservation	H. draft
9.	____	Sixteenth Amendment	I. narrow strip of land
10.	____	Seventeenth Amendment	J. leave business alone
11.	____	Eighteenth Amendment	K. people have the right to start legislation
12.	____	Nineteenth Amendment	L. way of removing public officials prior to election
13.	____	injunction	M. were liberal reformers
14.	____	isthmus	N. persons who exposed evils in society through their writing
15.	____	neutral	O. one who wants change for the better
16.	____	selective service	P. gave us the income tax
17.	____	armistice	R. gave women the right to vote
18.	____	"Square Deal"	S. people vote directly for laws
19.	____	"New Freedom"	T. prohibition of alcohol
20.	____	"Big Stick"	U. direct election of U.S. Senators

UNITED STATES HISTORY
PROGRESSIVE ERA
1900-1920
UNIT VII

NAME _____

DATE _____ SECTION _____

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C. Republican Half-breeds
D. Intellectuals

21. ____ All of the following were Progressive reform methods EXCEPT
A. use of education
B. writings by Muckrakers
C. the idea of progress through social planning
D. all of the above
E. none of the above

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22. _____ Until it's successful revolt, Panama was a part of
A. Mexico B. France C. Spain D. Columbia

TRUE OR FALSE: WRITE TRUE OR FALSE IN THE SPACE PROVIDED

23. _____ Teddy Roosevelt did not start the Progressive movement, but he became it's spokesman and leader.

24. _____ Roosevelt was a strong supporter of Civil Service reform.

25. _____ Minor third parties were closely associated with the reform movement of of 1890's.

26. _____ Roosevelt was a strong opponent of conservation ideas.

27. _____ In the 1902 coal strike the government took a stand that hurt the unions.

28. _____ The election of 1912 was a Democratic victory.

29. _____ The Clayton Act left labor unions open to persecution as combinations in restraint of trade.

30. _____ The outbreak of World War I had little effect on Wilson's program.

31. _____ The industrial revolution helped to promote the ideas of Imperioalism.

32. _____ The Spanish-American War made the U.S. a world colonial power.

33. _____ American national pride tended to become greater than ever in the period after 1898.

34. _____ The Zimmermann note aroused American anger mainly at Mexico.

35. _____ One purpose of taxation is redistribution of wealth.

36. _____ The name of your textbook is Building the American Nation.

37. _____ Most Americans were opposed to the establishment of an American empire.

38. _____ Roosevelt's views on government were not too different than McKinley's.

39. _____ Roosevelt was opposed to all trusts.

40. _____ During Roosevelts term in office, many progressive reforms were enacted.

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44. _____ The idea of Imperialism was accepted by many Americans in the late 1800's.

45. _____ The U.S. interfered in Latin America affairs to obtain the right to build the Panama Canal.

46. _____ Japanese modernization helped to keep Japan from being dominated by Western imperialist nations.

47. _____ The Pure Food and Drug Act was passed largely as a result of a muckraker.

48. _____ As a result of the Smith-Hughes Act (1917), Connecticut built more trade schools.

U.S. HISTORY
AMERICA'S WARS - WHY?
SPANISH-AMERICAN WAR

NAME _____

DATE _____ SECTION _____

THE FOLLOWING QUESTIONS ARE DESIGNED TO HELP YOU IN YOUR READING AND UNDERSTANDING OF THE ARTICLE ON THE SPANISH-AMERICAN WAR. IN SOME INSTANCES, DIRECT QUOTES AND PAGE REFERENCE NUMBERS HAVE BEEN GIVEN TO HELP YOU LOCATE INFORMATION. THIS ASSIGNMENT IS DUE ON _____. IT MUST BE FINISHED AND HANDED IN ON THIS DATE. IT MAY/WILL BE COUNTED AS A TEST/QUIZ GRADE.

1. When and why did problems develop in Cuba in the first place?

2. "He (Weyler) declared martial law and garrisoned the country, 'reconcentrating' the persons into fortified areas where they could not help the rebels." (p. 99)
DEFINE:

martial law

garrisoned

"reconcentrating"

fortified

3. Why didthe Cuban revolutionaries fail? What was there next plan of action?

4. Propaganda is a very powerful force. Why were the Cuban revolutionaries so successful in manipulating the American press to serve their progaganda purpose?

5. "Hearst issued his famous reply: 'please remain. You furnish the pictures and I'll furnish the war."
What was the effect of this type of attitude on the American people?

6. Why was the U.S., "ripe for another war"? (p. 101)

7. Why does industrialization inevitibly create pressure for war?

8. Find evidence in the article, by quoting directly, of the feeling of Nationalism in the U.S. regarding the Cuban problem with Spain.

9. The Spanish-American War was an imperialistic war fought by the U.S. Find and quote evidence of this in the article.

10. In your opinion, does "weakness always create aggression"? Explain your answer.

11. What is meant by the term "yellow" press? (p. 103)

12. The direct cause of U.S. entry into war was probably the destruction of the battleship Maine. What was the MAJOR UNDERLYING CAUSE OF THE WAR?

13. Should the Maine have been in Havana harbor? Explain why it was there in any case.

14. Who was blamed for the sinking of the Maine officially? Unofficially?

15. Who in your opinion was probably to blame for the sinking of the Maine? Explain why you feel that way.

16. What role did public opinion play in the war? Explain.

17. What was the Teller Amendment?

18. Give FOUR reasons why the U.S. declared war on Spain.

19. Why was the U.S. victory so quick and easy?

20. What were the results of the war for the U.S.?

21. Was the Spanish-American War a needless war? Explain.

Goettel. America's Wars-Why? McDougal, Little and Company, 1974. pp. 98-110.

UNITED STATES HISTORY
POST CIVIL WAR
INDEPENDENT STUDY
TERM PAPER TOPICS: THIRD SEMESTER

1. Populism as a Social and Political movement in the late 1800's Trace the growth and decline of populism as a force in American History. What changes did they promote and why? Did they succeed? Why or why not?

2. Progressivism as a Social and Political movement in the early 1900's. Who were they, where did their ideas come from, and what changes in American Society did they make? What event ended the Progressive Era?

3. United States Imperialism, post Civil War. Imperialism as an extension of Manifest Destiny. Were we in fact imperialistic? What did we want, what did we get and how did we accomplish our goals? Look at such events as the Spanish-American War, annexation of Hawaii, World War I, situation regarding the Panama Canal, even the Vietnam fiasco.

4. Growth of Big Business and Industry 1860's-Present. From Partnership to Conglomerate, trace the various forms that Big Business has taken through the years. Who were the leaders, what was their philsophy, what problems were created?

5. Growth of Labor Unions post Civil War. What were the major struggles, issues, personalities and problems of the Unions.

6. Theodore Roosevelt and the Square Deal. Who was he and what did he promise. Major goals, problems, accomplishments and failures of his administration 1900-1908.

7. Woodrow Wilson and the New Democracy. What was Wilsonian Democracy, what was his vision for the U.S. and the world? Discuss his goals, problems, accomplishments and failures 1912-1920.

8. Return to Normalacy 1920-1932. What was the nature and characteristics of the turbulant 20's? Was there a national goal, a feeling of belonging? What were political attitudes that brought the country to it's knees by the Great Depression. Look at this period through the administrations of Warren Harding, Calvin Coolidge, and Herbert Hoover.

9. Franklin Roosevelt and the "New Deal". Roosevelt-Conservative or Liberial? His goals, promises, problems, accomplishments and failures 1932-1944.

10. Harry Truman and the "Fair Deal". What was fair and what was he dealing to a post World War II America? His goals, promises, problems, accomplishments, and failures 1944-1952.

11. Dwight Eisenhower, the Cold War and the U.S. Presidency. Some say that the U.S. drifted for eight years. Discuss Eisenhowers goals, promises, accomplishments and failures 1952-1960. Pay particular attention to the Cold War and McCarthyism.

12. John Kennedy and the New Frontier 1960-1963. Promises, goals, failures and accomplishments. Many people saw Kennedy as all things to all people. He was loved by people around the world. What was the Kennedy image - was it a myth or reality.

13. Lyndon Johnson and the Great Society. His vision, goals, success' and failures 1963-1968.

14. Richard Nixon and the New Federialism. His goals, success' failures and ultimate tradgedy 1968-1974.

15. Civil Rights Movement in the U.S. 1876-1976. One hundred years in the struggle to overcome prejudice, racial hatred, discrimination and murder which was justified by law. Trace the history of the Black struggle for equal rights through major movements and events. Conclude with whether or not they have overcome.

16. Anti-Communism in the United States 1917-1976. From the Red Scare of the 20's through the turbulant 30's and climaxing in the repressive 50's. Trace the feeling of anti-communism real and imagined in the U.S.

17. 20th Century Controversial Organizations in the U.S. Discuss the following in terms of development and ideology: Ku Klux Klan; John Birch Society; Students for a Democratic Society (SDS); Black Panthers; Young Americans for Freedom; and the American Nazi Party.

18. Public Education 1900-1976. Trace the growth and development and important of Public Education in a Democratic Society. Project possible trends in Public Education for the future.

19. American Intellegence Community, World War II to the Present. Explore the growth and development of the OSS and its successor the CIA in light of recent investigations in this area by the U.S. Congress.

20. Major American Authors 1900-1976. Present a summary of some major American authors, their writings and philsophies as a reflection of American Culture.

21. American Music 1900-1976. From Ragtime to Rock, music reflects the American mood. Explore the different periods and kinds of American music 1900-1976 and its major proponents or sectional adherents.

22. Political Corruption: A Comparative Study. Teapot Dome and Watergate. How were they alike or different. What effect did they have on the political process and the country?

23. American Economic Philsophy. Trace the development of U.S. economic theory from the rugged individualism of the 1800's to the present arguments of our government role in the economic system. Is Socialism inevitable in the U.S.? Don't we in fact have a partial democratic socialistic country?

24. Growth and Problems of Urban American 1900-1976. Cities have always been important in American life. Trace the growth of urban areas in general and at least one urban area in particular in the time period 1900-1976. Note significant trends in the development and decline of America's large cities. What hopes or remedies are there for the future?

25. Immigration 1876-present. Trace the history of Immigration during this period of time. Note significant events and problems. Should America be a melting pot or should there be more ethnic cultural identity?

26. What is America? An essay exploring developing American values, ideas and aspirations. What is the American Dream? Have we achieved it? Will we ever achive it?

27. America, 200 Years After-The Revolution, "A Dream Fulfilled"? Have we met the goals and aspirations of the American Revolution? In any event what were the goals and show how we achieved them or why we have failed to achieve them. Can they ever be achieved?

28. America and Money. Since Alexander Hamilton's Treasury Bill of the late 1700's the U.S. has grappled with the problems of a sound currency and banking system. Trace the development of the currency and banking system from the Civil War to the present.

29. Woman's Rights Movement. Trace the development of the Woman's Rights movement in this century. From the Suffragettes and their winning the right to vote to the movement that grew out of the liberialism of the 1960's.

U.S. HISTORY
NORMALCY, DEPRESSION, AND THE NEW DEAL
1920-1940
UNIT VIII

NAME _____

DATE _____ SECTION _____

MULTIPLE CHOICE: PUT THE LETTER OF THE ANSWER THAT BEST FITS IN THE SPACE PROVIDED.

1. ____ The disillusionment after World War I
   A. encouraged a spirit of reform
   B. led to political loss for the Democrats
   C. had little effect on the political parties
   D. led to Republican losses

2. ____ The Teapot Dome Affair was concerned with
   A. the problem of railroad rates
   B. labor problems
   C. leasing of federal oil reserves to private business
   D. the use of tariffs to aid business

3. ____ President Hardings call for "normalcy" was taken to mean
   A. a call for greater reforms
   B. support for the League of Nations
   C. a turning away from reform and involvement in foreign affairs
   D. a return to the Progressive spirt

4. ____ In the election of 1920
   A. the Republicans won the presidency
   B. Republicans lost the Presidency by a large majority
   C. Democrats held on to the Presidency
   D. third parties played an important role

5. ____ The program of the Coolidge administration
   A. favored many Progressive ideas
   B. was the same as the Harding administration
   C. differed greatly from that of Harding
   D. favored increased Federal activity and reform

6. ____ All of the following were part of the "roaring 20's" EXCEPT
   A. desire for more reforms
   B. increased speculation
   C. interest in material things
   D. growth of the consumer goods industry

7. ____ The Hoover administration generally favored
   A. increased government regulation
   B. reduced government regulation
   C. keeping government regulation at the level it was
   D. less confidence in the ability of business to take care of itself

8. ____ All of the following contributed to the 1929 depression EXCEPT
   A. speculation in stock
   B. government regulation of banks
   C. high tariff barriers
   D. severe farm depression since World War I

9. ____ The Hoover administration hoped to overcome the effects of the depression by efforts towards
A. helping labor
B. aiding business firms
C. greatly increasing government spending
D. increasing government regulation

10. ____ The Reconstruction Finiance Corporation (RFC) was organized to
A. regulate banks
B. provide federal work for the unemployed
C. make loans to business' and banks
D. stop speculation

11. ____ As a result of the depression of 1929
A. the ideas of lassiz-faire were accepted
B. the idea of government regulation became less popular
C. lassiz-faire beliefs were badly shaken
D. the Republicans grew stronger
E. Both A and C

12. ____ Roosevelts early campaign speeches indicated he was
A. strongly in favor of lassiz-faire ideas
B. in favor of many radical ideas
C. in favor of a few things the Republicans wanted
D. not strongly committed to any immediate, definite changes
E. none of the above

13. ____ All of the following were problems facing President Roosevelt EXCEPT
A. lack of public confidence in the economic system
B. widespread unemployment
C. a severe banking crisis
D. steadily rising farm prices
E. all of the above

14. ____ All of the following were New Deal actions of the first 100 days EXCEPT
A. the formation of the Reconstruction Finiance Corporation
B. the declaration of a bank holiday
C. the formation of a Civilian Conservation Corps
D. the passage of the Wagner Act (NLRA) giving workers the right to join and form unions
E. Both A and D

15. ____ Roosevelt's program in the first 100 days
A. was put through without action by Congress
B. met strong opposition in Congress
C. had little opposition in Congress
D. did not propose many actions

16. ____ Roosevelt's threat to pack the Supreme Court arose when
A. too many cases came before the Court
B. the Court declared some New Deal laws unconstitutional
C. the Court exceeded its powers
D. the Congress refused to pass his program

17. ____ All of the following laws were passed during the New Deal EXCEPT
A. Social Security Act
B. Fair Labor Standards Act
C. National Labor Relations Act
D. Clayton Anti-trust Act
E. None of the above

18. ____ The ideas of the New Deal
A. were similiar to Wilson's idea but different then Teddy Rossevelts
B. had little in common with Progressivism and the "New Freedom"
C. were closer to lassiz-faire ideas than Progressivism
D. continued and enlarged the ideas of Progressivism

19. ____ A major criticism of the New Deal was that it
A. did not promote reform
B. did not strengthen the Federal Government
C. was based on a federal bureaucracy
D. could not be controlled by the Courts and Congress
E. all of the above

20. ____ All of the following were accomplishments of the New Deal EXCEPT
A. the modernization and development of the TVA
B. increasing the size of the Supreme Court
C. the introduction of reforms in stock investment and banking
D. partial alleviation of farmers problems

21. ____ The main support of New Deal programs was from
A. southern conservative democrats
B. believers in lassiz-faire
C. city people and labor unions
D. federal workers
E. Social Darwinists

22. ____ The Good Neighbor Policy is connected with
A. President Franklin Roosevelt
B. President Washington
C. President Harding
D. President Manual Labor
E. President Vera Cruz

23. ____ When Japan seized the Chinese territory of Manchuria
A. President Roosevelt intervened to end the war
B. it led to war with the U.S.
C. the U.S. recognized the action
D. the U.S. refused to recognize Japans right to the land

24. ____ Isolationism in the early years of the U.S. was caused by all of these factors EXCEPT
A. concern with westward expansion
B. the feeling of geographical security
C. fear of communism
D. desire to avoid foreign entanglements

25. ____ The attach on Ethopia was an example of agression by
A. Germany B. Italy C. Japan D. Russia

26. ____ The expression "arsenal of democracy" is most accurately associated with
A. the Neutrality Acts of 1935 and 1937
B. the cash and carry law
C. strict isolationism
D. the Lend-Lease Bill of 1941
E. Both A and D

27. ____ The U.S. entered World War II after it was attacked by
A. German submarines B. Japan C. Italy D. Russia E. Both Germany and Japan

TRUE AND FALSE: PUT TRUE OR FALSE (WRITE) IN THE SPACE PROVIDED

28. _____ Herbert Hoover had the reputation for favoring increased federal regulation of business.

29. _____ Organized crime in America was tied to the smuggling of liquor in the 1920's.

30. _____ The purchase of stock on margin, encouraged speculation in the 1920's.

31. _____ The prosperity of the 1920's had greatly raised the status of government regulation.

32. _____ The collapse of the stock market was the first sign of the depression.

33. _____ The Harding, Coolidge, and Hoover administrations took an active role in the management of the U.S. economy.

34. _____ The depression which began in 1929 was limited to only a few countries.

35. _____ The blame for the depression was generally placed on the Democrats.

36. _____ The Civilian Conservation Corps did work which was to prove valuable in the years ahead.

37. _____ Unemployment was a very serious problem for the U.S. after 1929.

38. _____ Roosevelt's promise of a New Deal was vague, but it managed to capture the imagination of many people.

39. _____ The plan of Roosevelts to pack the Supreme Court was never carried out.

40. _____ The Wagner Act was concerned with labor legislation.

41. _____ It was certainly not within the power of the Court to strike down needed New Deal legislation.

42. _____ The Social Security laws passed by the U.S. were the first of their kind in the world.

43. _____ The New Deal relied on a narrow view of congressional powers.

44. _____ It is fair to say that Roosevelt was a strict constructionist of the Constitution.

45. _____ The cost of government rose during the New Deal era.

46. _____ The New Deal reforms were based on the principle of unregulated capitalism.

47. _____ Unionism gained in power during the New Deal.

48. _____ The New Deal did not succeed in changing the Nations views of government.

49. _____ The Big Stick policy replaced the Good Neighbor policy of the U.S.

50. _____ The U.S. let pass the Japanese aggression in China without a word.

51. ____ America moved back to isolationist thinking after 1918.

52. ____ The expression "arsenal of democracy" refers to British efforts in World War II.

53. ____ The spirt of isolationism remained strong even after America went to war (1941).

U.S. HISTORY
GREAT DEPRESSIONS 1929-1939 (SCOTT FORESMAN)
INDEPENDENT ASSIGNMENT

READ THE INTRODUCTION pp 105-107, AND DO THE FOLLOWING:

What kind of influence did the U.S. government exert in the economy prior to the depression of 1929? What kind of influence does it exert today?

DEFINE:

intervention

prosperity

indicator

real income

per capita

psychological impact

PROBLEM 11, pp 108-115. READ INTRODUCTION, DO THE FOLLOWING:

Table 1 Gross National Product, Total and Per Capita, Questions 1,2.
Table 3 Hours and Earnings for Production Workers in Manufacturing, Questions 1,2.
Table 5 Volume of Sales and Prices of Common Stock, Questions 1,2.
Table 6 Indicators of Economic Activity, Questions 1,2.
Table 8 Government Spending and the Depression, Questions 1,2.

PROBLEM 12 THE STOCK MARKET CRASH pp. 116-128

INTRODUCTION pp. 116-117, READ AND DO THE FOLLOWING:

What was the great attraction that the Stock Market held to Americans?

How many Americans participated in the Market?

Define:

bull market

bear market

dividend

Why are people willing to pay high prices for stock?

What is buying on margin?

What is speculation?

A reading of pp. 118-128 will give you a better idea on how the Great Depression came about. I STRONGLY RECOMMEND THAT YOU READ IT, AND WHILE YOU DO, KEEP IN MIND THE QUESTIONS THAT YOUR BOOK PUTS FORTH ON PAGE 118.

PROBLEM 13 THE SOCIAL CONSEQUENCES OF THE DEPRESSION

Read the Introduction pp. 129-130, for a general idea of the social consequences of the depression. If the situation appears to be "bad" for the U.S., which at the time was the "most stable" large economy, you can imagine the world wide consequences of the depression. Germany was particularly hard hit as we will see later on. Germany's problems of course stemmed from the Treaty of Versailles.

FOR A GOOD LOOK AT SOME PROBLEMS IN THE U.S. I SUGGEST THATYOU READ THE SELECTION THAT FOLLOWS THE INTRODUCTION. IF TIME IS A FACTOR FOR YOU, TRY TO AT LEAST READ PART I, Ole Swanson, Farmer, Loses His Life Savings and PART IV, A Hungry Crowd Raids a Store.

Problem 14 GOVERNMENT AND THE ECONOMY DURING THE 1930's

INTRODUCTION pp. 140-141. READ AND DEFINE THE FOLLOWING:

lassiz-faire capitalism

Adam Smith

New Deal

pragmatic

John Maynard Kaynes

READ THE SELECTION THAT FOLLOWS, KEEPING IN MIND THE INTRODUCTION AND THE QUESTIONS PRECEDING THE READING SELECTION. I WANT YOU TO ANSWER IN WRITING QUESTIONS 2 AND 3 ON PAGE 141.

FIMLSTRIP
"THEY CAME TO AMERICA," AUDIO VISUAL NARATIVE ARTS
PLEASANTVILLE, NEW YORK
PART I: "THE EXODUS"

DID THE DREAM OF AMERICA REMAIN A DREAM, OR DID IT BECOME A REALITY?

1. Compare the similitaries and differences between an indentured servant and a slave?

2. Why were the political and social ideas and institutions of England basic to the political development of the American colonies and of the United States?

3. What were the special circumstances which gave rise to the huge Irish immigration of the 1840's and the large Jewish immigration of the 1890-1910 period?

4. From which countries did most of the immigrants come who entered between 1890-1917? How did this group differ from those who came between 1840-1890?

5. What new principle was introduced in each of the following laws?

   A. Chinese exclusion act 1882

   B. Literacy Test Act 1917

   C. Quota System Acts of the various immigration laws passed about 1920?

6. How did the legal status of Puerto Ricans differ from that of those who had arrived previously?

WHAT IS AMERICA? WHAT IS AN AMERICAN?

FILMSTRIP
THEY CAME TO AMERICA PART II. "THE ARRIVAL"

THE DREAM--A REALITY?

1. Describe Sykes' life in his new home.

2. Prepare a diary of one typical day in the life of Sean O'Reiley.

3. Why did the Potofskys settle on New Yorks East Side? How did they earn their living?

4. What were the chief areas of employment of Italians, Polish, Ukranian, and Slavic Immigrants?

5. In what ways did Maria Teresa Colon consider Puerto Rico a better place to live than New York? In what ways is New York better?

IS AMERICA A RACIST COUNTRY. ARE YOU A RACIST?

FILMSTRIP
THEY CAME TO AMERICA PART III: "THE AMERICANIZATION"

IS AMERICA A RACIST COUNTRY?

1. Why does Sykes find it possible to escape to freedom? Why doesn't Gabe, the black slave, find it possible also?

2. Why does Sean O'Reiley and the Irish in general meet with intense prejudice? How does this show itself?

3. What problems of prejudice do the Potofskys face?

4. What problems of prejudice does Maria Teresa Colon have to meet?

5. What are some of the problems the families have with their children?

HAVE YOU EVER BEEN DISCRIMINATED AGAINST?
HAVE YOU EVER DISCRIMINATED AGAINST?

FILMSTRIP
THEY CAME TO AMERICA PART IV: "THE AFTERMATH"

IS AMERICA A MELTING POT OR A PLURALISTIC SOCIETY?
WHICH IS BETTER TO BE? WHY?

1. Why did a man like Sykes find it easy to fit into American life?

2. What were the reasons for opposition to immigrants?

3. Why did immigrant groups, often at a later time, oppose new immigrants, after using the same arguments which have been used against them?

4. Why were the immigration quotas established in the 1920's racist in nature, stating that certain groups of immigrants were superior to other groups?

5. In what ways was the pattern of life of Maria Teresa Colon similiar to that of the O'Reileys and the Potofskys? How did it differ?

6. How did the treatment of the Japanese Americans in 1942, give evidence of our countries racism?

7. How did the immigration law of 1965, wipe out the idea of quotas and superior groups?

U.S. HISTORY
WORKSHEET QUESTIONS TO ACCOMPANY HANDOUT
AMERICA'S WARS--WHY? WARS OF COMMUNIST CONTAINMENT

1. Why didn't the World War II alliance between the Western democracies and Communist Russia hold-up after the war?

2. What is the "iron-curtain" and who coined the term?

3. Who declared a "Cold War" on the Soviet Union and why?

4. What was the importance of the Marshall Plan; who proposed the plan?

5. What and where was the first Cold War confrontation between the U.S. and the U.S.S.R.?

6. Why was the North Atlantic Treaty Organization (NATO) formed?

7. The foreign policy followed the U.S. against the U.S.S.R. was called "containment". Why?

8. There were critics of America's policy toward the U.S.S.R. What were at least two of their arguments?

9. Why and how did the Korean War come about?

10. What was the result of the Korean War? Did the policy of containment work?

11. What changes did President Kennedy initiate in the early 1960's in U.S. policy towards the Soviets? Why did he start on the road in those directions?

12. How did the U.S. become involved in Southeast Asia (Vietnam)?

13. What was the "domino theory"?

14. What was the basic problem with the domino theory?

15. What was the "real reason" for the Vietnam War?

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Appendix C

This appendix consists of tests, informational handouts, worksheets and related material to accompany Section II of this package.

The following filmstrips were used as a basis for the worksheets that follow:

1. American Heritage Publishing Co.
   McGraw Hill Films

   5 filmstrips each — Colonial America
   The Revolution
   The Civil War
   The 20's and 30's
   World War II

2. Multi-Media Producations
   Stanford, Cal.

   - War on the Plains. The Indians Speak
   - George Washington. What was he really like?
   - The Emerging Giant. The U.S. in 1900

3. United Learning
   Niles, Ill.

   - American Decades. 1910-1920 (6 filmstrips)
   - American Decades. The 1960's (6 filmstrips)

4. The New York Times
   New York, New York

   - Issue: Both Sides of the Panama Canal
   - The Seventies: Decade for Decision

5. Educational Development Corp.
   International Teaching Tapes
   Lakeland, Fla.

   - Women in United States History (10 tapes)

6. Imperial Film Company
   Lakeland, Fla.

   - Mathew Brady and the Civil War (4 filmstrips)
   - History as the news camera saw it. 1950-1970 (4 filmstrips)

7. Encyclopedia Britannica Educational Corp.

   - The U.S. becomes a World Power (6 filmstrips)
     The Spanish American War
     America's Island Empire
     Theodore Rooseveit: Man with a Big Stick
     Building the Panama Canal
     Woodrow Wilson: Man with a World View
     The U.S. AND the League of Nations

8. Eye-Gate House Inc.
   Jamaica, New York

   - American Political Party System (4 filmstrips)
     Origins of the Two Party System
     The Rise of the Two Party System
     A criticism of the Two Party System
     A Defense of the Two Party System

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Unit No. I Title: Development of Our National Heritage

Topic: Colonial America

Filmstrip title: The Story of the American Indian

Questions:

1. What does it mean to listen to trees?
2. Why were the indians lied about?
3. Did Justice or Power determine the fate of the american indian?
4. Christopher Columbus said of the Indians he met. " There is not in the world a better nation" How and why did this change to "The only good Indian is a dead indian..."?
5. Activity

   - Have students read further stories about indians , or the biographies of famous Indian chiefs.

Unit No. II Title: Internal Crises and Turmoil

Topic: Recent Unrest

Filmstrip title: The 1970's- A Decade for Decision

Questions:

1. What scientific and Technological advances are predicted for the decade of the 70's?
2. What tensions and problems were present during the 1970's?
3. What effect did the sharp increase in population have upon the enviroment, the urban poor, and the average american?
4. How did the new set of standards implemented in the 1970'7 affected your values?

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MILFORD, CONN

The Seventies: Decade For Decision Worksheet

711-F

	Quantitative (Material) Progress	Qualitative (Human Values) Progress	Citizen Responsibilities
The Home and Family	1. 2. 3.	1. 2. 3.	1. 2. 3.
Democratic Institutions	1. 2. 3.	1. 2. 3.	1. 2. 3.
The Environment	1. 2. 3.	1. 2. 3.	1. 2. 3.
The Economy	1. 2. 3.	1. 2. 3.	1. 2. 3.

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Unit No. II Title: Internal Crises and Turmoil

Topic: The Brith of Political Parties

Filmstrip title: The Growth of American Democracy

Questions:

Answers to the following questions, and others, will be found in the filmstrip.

1. Why is the Virginia House of Burgesses an important milestone in the history of American democracy?
2. In what famous document did the Pilgrims agree on self-government?
3. Why was the trial of John Peter Zenger important?
4. What was the significance of the Albany Congress to the colonies?
5. What was the most important action of the Second Continental Congress?
6. What democratic action was taken through the Ordinance of 1787?
7. What fundamental rights are given to Americans by the Bill of Rights?
8. How did the frontier contribute to the spirit of American democracy?
9. Why are schools and libraries so important to us?
10. What did the 13th, 14th and 15th Amendments guarantee?
11. In what year did all American women gain the right to vote?
12. Name an Act which helped to protect the public from unfair and unhealthy practices.
13. How have labor and management come to settle their differences in our country?
14. When was Social Security started and what is its purpose?
15. Why is the essential dignity of each individual of major importance in America?

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Unit No. II Title: Internal Crises and Turmoil

Topic: Birth of Political Parties

Filmstrip title: The American Political Party System (Eye-Gate 4 filmstrips)

Questions:

A. Origins of the Two Party System

1. How would you define a political party?
2. Do you think political parties are essential to democratic government?
3. Why did James Madison foresee the need for political parties?
4. Why did an opposition party to the Federalists arise in the 1790's?
5. Do you think that political parties arose out of realistic or idealistic reasons?
6. Why did the original method of electing the president and vice president fail in the elections of 1796 and 1800?
7. What were the issues in the election of 1800?
8. Why were the Federalists defeated in 1800?
9. What is the significance of Jefferson's election in 1800?
10. What is the relationship between the American and the British party system?
11. Who contributed more to the American political party tradition: Hamilton or Jefferson?

B. The Rise of the Two Party System

1. Why did Jefferson change many of his earlier principles when he became president?
2. Why did the Federalist Party disappear?
3. How did the "Era of Good Feeling" affect the party system?
4. What was the relationship between Clay's American System and Hamilton's financial program?
5. Was there any relationship between Andrew Jackson's political beliefs and those of Jefferson? Explain.
6. Who was Martin Van Buren? Why did he support Jackson's election in 1828?
7. What was the Albany Regency?
8. Explain Van Buren's contribution to the American political system.
9. Name some military heroes who became president.
10. Trace the history of today's Republican Party.
11. Trace the history of today's Democratic Party.

C. A Criticism of the American Political Party System

1. Name some of the conservative members and liberal members in both the Democratic and Republican parties.
2. Do you think the present political party system serves private interests or public interests?
3. Why is the percentage of actual voters to eligible voters so low?
4. Suggest several ways to increase the number of actual voters.
5. What are the disadvantages of the present two-party system?
6. Are there any advantages to the present two-party system?
7. Describe the present Republican Party under the following headings: leaders, supporters, philosophy.
8. Describe the present Democratic Party under the following headings: leaders, supporters, philosophy.
9. Do you agree that in actual practice there are four political parties today? Explain.
10. How would you reorganize the present two-party system into Liberal and Conservative parties? Include issues, leaders, and supporters.

D. A Defense of the American Political Party System

1. What are the functions of a political party?
2. The two major American parties do not stand on ideology. Explain this system.
3. The Democratic and Republican parties do not separate on ideology, but there are differences between the two. Outline some of these differences.
4. What is the basic difference between the American two-party system and the European multi-party system?
5. What is meant by the Countervailing Theory of Pressure Politics? Apply this concept to American politics.
6. Why have third parties been unsuccessful in the United States?
7. What function has the third party served?
8. What have been some of the contributions of American third party movements?
9. Why do many eligible voters fail to vote on election day? How can this be remedied?
10. Account for the results of the 1964 presidential election.
11. What specific actions have been taken to increase the ratio between the number of actual voters to eligible voters?

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Unit No. II Title: Internal Crises and Turmoil

Topic: Civil War and Reconstruction

Filmstrip title: Union and Reconstruction

Questions:

Answers to the following questions and others will be found in the filmstrip:

1. What was Lincoln's attitude toward the South at the time of his second inauguration?
2. Describe the conditions in the South as a returning Confederate soldier might have found them.
3. What happened to Robert E. Lee after the War? To Jefferson Davis?
4. What was the effect of Lincoln's death upon the Union's policy toward the South?
5. What was Andrew Johnson's attitude toward reconstruction?
6. Who were the Radicals and what policy did they favor?
7. What was the purpose of the military governments set up in the post-war South?
8. How did the Republicans try to help the Negro to adjust to his new freedom?
9. Who were the "carpetbaggers"? the "scalawags"?
10. What part did religion play in the social adjustment of the Negro?
11. What was the Ku Klux Klan?
12. Why was Johnson impeached? What was the result of his trial?
13. Describe the disputed Presidential election of 1876.
14. How did Hayes treat the South after he became President?
15. What event is generally regarded as marking the end of reconstruction?

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Unit No. III Title: Industrial Development of the United States

Topic: Development of Transportation and Communications

Filmstrip title: Communications in the United States

Questions:

Answers to the following questions, and others, will be found in the filmstrip:

1. How was the colonial town crier affected by the rise of the newspaper?
2. What services were rendered by the colonial express riders?
3. Describe the dangers experienced by the Overland Mail.
4. What is the relationship between railroads and communication?
5. Who invented the telegraph? The telephone?
6. What important contributions to communication have been made by the foregoing?
7. Who was responsible for the first successful laying of an Atlantic cable?
8. Name several modern uses of the radiotelephone combination.
9. How is it possible to telecast programs from coast to coast?
10. What is the significance of newspapers, magazines and books in communication?
11. Explain the importance of pictures in communicating information.
12. What is a news ticker? How does it work?
13. What is the function of the telegraph in modern America?
14. Describe the carrying of United States mails from colonial times to the present.
15. Why is efficient communication essential to our nation's existence?

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Unit No. III Title: Industrial Development of the United States

Topic: Development of Transportation and Communications

Filmstrip title: Transportation in the United States

Questions:

Answers to the following questions, and others, will be found in the filmstrip:

1. How did Plains Indians usually transport their goods?
2. Describe travel in colonial days.
3. Why was the "National Road" of particular importance?
4. What part did canals play in the development of the nation?
5. How did a flatboat function and what was its purpose?
6. What was the significance of Fulton's steamboat?
7. Why was a transcontinental railroad needed?
8. What hazards faced early railroad travelers?
9. What are some of the factors that contribute to safe, rapid rail transportation today?
10. How did the coming of the automobile affect America's highway system?
11. Compare the plane flown by the Wright Brothers in 1903 with that flown by Lindbergh in 1927 and with a jet plane of today.
12. By what various means is freight carried today?
13. Describe the operation of an airport control tower.
14. How have improved sources of power improved transportation?
15. Why is a well-developed transportation system so essential to the United States?

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Unit No. III Title: Industrial Development of the United States

Topic: America's Industrial Revolution

Filmstrip title: The Age of Reform

Questions:

Answers to the following questions, and others, will be found in the filmstrip.

1. What is the relation of the growth of railroads to industrial progress?
2. Where did America get the workers to man her growing factories, mines and mills?
3. Why was reform of civil service so important to good government?
4. Why was the Interstate Commerce Commission formed?
5. Contrast the views of Harrison and Cleveland on tariffs.
6. Why was the secret ballot introduced?
7. What act was passed to control business trusts?
8. Give one example of the principal weapon employed by labor against management in this period.
9. What did "General" Coxey hope to accomplish by his march on Washington?
10. Who was William Jennings Bryan?
11. What was the principal international problem of McKinley's administration?
12. What event raised Vice-President Theodore Roosevelt to the Presidency?
13. What was the Pure Food and Drug Act?
14. Who is entitled to be regarded as the father of conservation in the United States?
15. Why is it said that the United States "came of age" in the period from 1880 to 1912?

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Unit No. III Title: Industrial Development of the United States

Topic: America's Industrial Revolution

Filmstrip title: The Story of Coal, Oil, and Uranium

Questions:

Answers to the following questions, and others, will be found in the filmstrip.

1. How did the increased use of the steam engine affect the coal industry?
2. What is an open pit mine? How is coal obtained in this type of operation?
3. What labor-saving devices are used in a modern coal mine?
4. How are coal dust explosions minimized in today's mines?
5. What are some of the by-products obtainable from coal?
6. Describe a nineteenth-century oil field. How was the oil transported to market?
7. Why is John D. Rockefeller an important figure in the history of the petroleum industry?
8. What invention of the late nineteenth century helped to bring unusual prosperity to the oil business?
9. How is gasoline and other products obtained from crude oil?
10. Where is natural gas usually found?
11. What is the main element used in the production of atomic power?
12. What is a synchrotron?
13. What are the major peaceful uses of uranium?
14. What are the chief sources of energy in the United States today, and anticipated in 1980?
15. Why are coal, oil and uranium so important to America's future?

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Unit No. III Title: Industrial Development of the United States

Topic: America's Industrial Revolution

Filmstrip title: The Story of Iron and Steel

Questions:

Answers to the following questions, and others, will be found in the filmstrip.

1. Where did the colonists find ore from which to make iron?
2. What fuel was used in the early manufacture of iron?
3. What was the chief use of steel in the colonies?
4. Describe a blast furnace of the colonial period.
5. Why was limestone used in the blast furnace?
6. What industry was the chief consumer of iron before 1860?
7. Where has most of the iron ore mined in the United States come from?
8. Why are the Great Lakes used for transporting iron ore?
9. What is coke? How is it manufactured?
10. How does a blast furnace work and what ingredients does it use?
11. What are three processes for making steel?
12. What is slag?
13. What is scrap and how is it used?
14. How are steel ingots converted into usable shapes?
15. Why are iron and steel essential to a strong and prosperous America?

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Unit No. III Title: Industrial Development of the United States

Topic: America's Industrial Revolution

Filmstrip title: The Story of American Industry

Questions:

Answers to the following questions, and others, will be found in the filmstrip.

1. How did the early settlers in America provide for their food, clothing and shelter?
2. How did the use of water power help to develop American industry?
3. Describe the contribution of Samuel Slater to the rise of America's factory system.
4. Why is Eli Whitney sometimes called the father of American mass production?
5. How did the use of steam power help to spread industry throughout the country?
6. How did the growth of American industry help to populate our land?
7. What problems were caused by the great influx of immigrants into the United States between 1850 and 1900?
8. What were the chief demands of the early labor unions?
9. How did Samuel Gompers contribute to the strength of American unions?
10. Who was Andrew Carnegie? What industry did he help to develop?
11. How has mass production raised the standard of living?
12. What is collective bargaining?
13. What needs are served by the construction of large dams?
14. What is automation?
15. How does "The Story of American Industry" illustrate the principles of democracy in action?

Unit No. IV Title: United States Foreign Policy 1776-1914

Topic: Foreign Policy 1860-1914

Filmstrip title: Building the Panama Canal

Questions:

1. How did the building of the Canal reflect the changed role of the U.S. in the world?
2. Why does the U.S. feel it necessary to keep control over the Canal?
3. Why were the British opposed to the US building the Canal?
4. How did the Panama Canal benefit the U.S. economically and militarily?
5. What are some of the reasons for bad feelings from the Latin American countries toward the United States?

Unit No. IV Title: United States Foreign Policy 1776-1914

Topic: Foreign Policy 1860-1914

Filmstrip title: Theodore Roosevelt-Man with a Big Stick

Questions:

1. Why do you think Theodore Roosevelt was so popular?
2. What do you think "Walk softly and carry a big stick" meant?
3. What is a blockade?
4. How did Roosevelt's policies compare with the Monroe Doctrine?

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Unit No. IV Title: United States Foreign Policy 1776-1914

Topic: Foreign Policy 1860-1914

Filmstrip title: America's Island Empire

Questions:

1. Why do you think the U.S. wanted to have colonies?
2. Do you think that having colonies is a " denial of the American Heritage"?
3. How did the imperialistic attitude relate to the doctrine of Manifest Destiny?
4. Describe the "China Open Door Policy"
5. What is a Commonwealth?
6. What is a Territory?
7. What territories does the U.S. presently hold? Why?

Unit No. IV Title: United States Foreign Policy 1776-1914

Topic: Foreign Policy 1860-1914

Filmstrip title: Spanish American War

Questions:

1. Why was the Spanish American War so popular in the United States?
2. Do you think that the ourcome of the war is consistent with American ideals?
3. How did the participation in the war with Spain change the U.S. position in the world?
4. How did the war direct U.S. policy toward emphasis on the Navy and preparedness of the Army?

Unit No. IV Title: United States Foreign Policy 1776-1914

Topic: Foreign Policy 1860-1914

Filmstrip title: The Rise of America as a World Power

Questions:

Answers to the following questions, and others, will be found in the filmstrip.

1. When did Commodore Matthew Perry persuade the Japanese to open their ports to American trade?
2. From whom did the United States purchase Alaska?
3. How did we obtain the Hawaiian Islands?
4. What land was acquired by the United States as a result of the Spanish-American War?
5. What was the Boxer Rebellion?
6. How did the Panama Canal strengthen America's defenses?
7. Why did we oppose Germany's submarine policy in World War I?
8. Which President of the United States advocated the League of Nations?
9. How did we strive to maintain peace between World Wars I and II?
10. Where and when was the United Nations organized?
11. When did the Philippine Islands gain their independence?
12. What was the purpose of the Marshall Plan?
13. What are NATO and SEATO?
14. How did the United States and Japan after World War II?
15. What do you feel are the chief responsibilities of America as a world power?

Unit No. IV Title: United States Foreign Policy 1776-1914

Topic: Foreign Policy 1860-1914

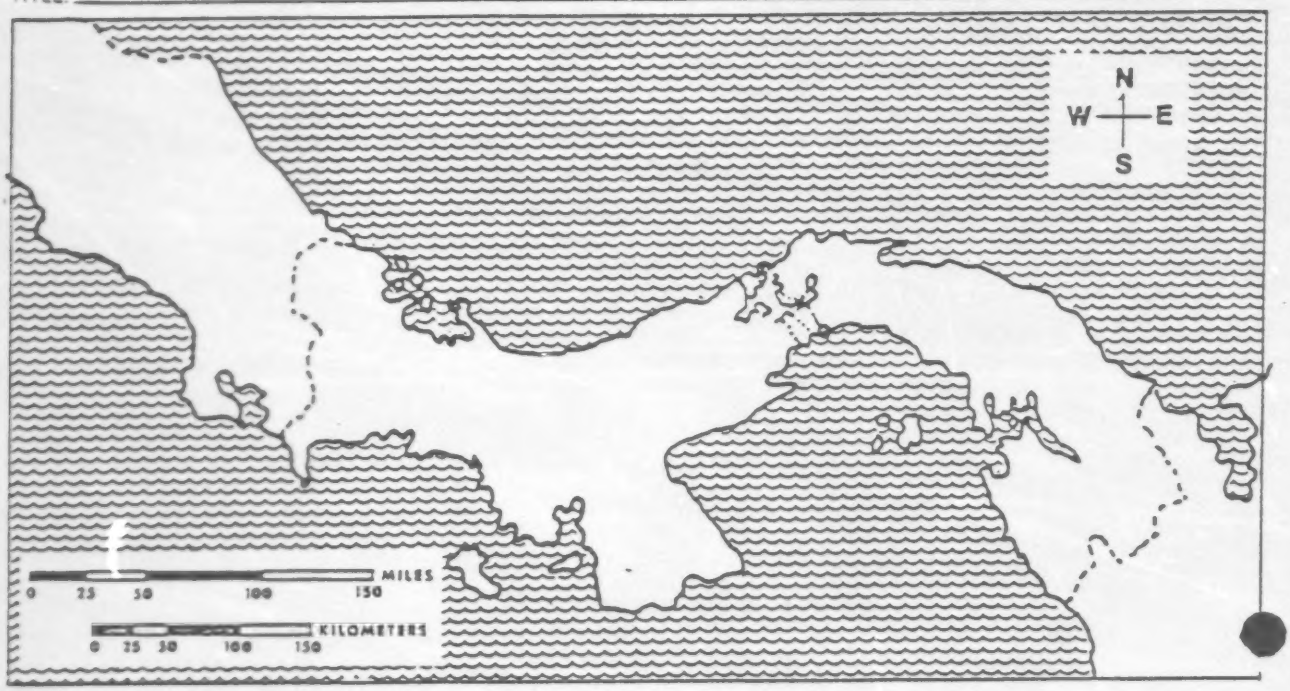
Filmstrip title: Issue: Both Sides of the Panama Canal

Questions:

1. What two events in history spurred the United States to show an interest for a canal across the Isthmus of Panama?
2. Who began the initial construction of the canal, and when?
3. What role did the U.S. play in the secession of Panama from Colombia in 1903?
4. Why did the treaty continue the be asource of dissatisfaction for Panamnians?
5. What are the basic provisions for the new treaty signed by the U.S. and Panama?
6. How will the new treaty affect the lives of the US. citizens now living in the Canal Zone?

BOTH SIDES OF THE PANAMA CANAL

TITLE: _____



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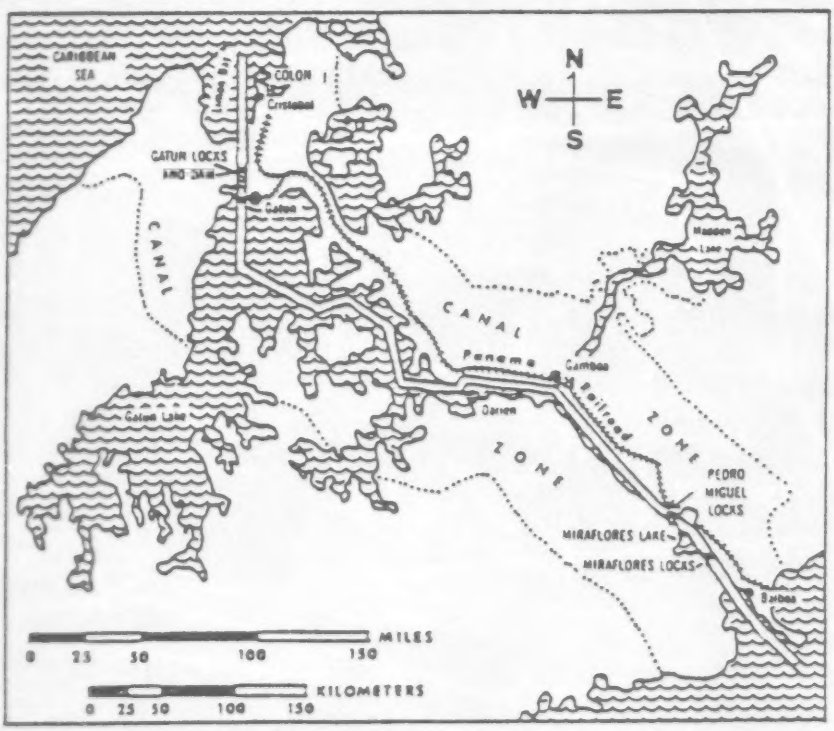

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Unit No. IV Title: United States Foreign Policy 1776-1914

Topic: Foreign Policy 1860-1914

Filmstrip title: The Emerging Giant: The United States in 1900

Questions:

1. a) In terms of American society in 1900, was the tremendous optimism of the people justified? Explain.

   b) What problems arose from the rapid urbanization that took place in America in 1900?

   c) What advantages did mergers offer the large corporations at the turn of the century?

   d) Corrupt urban government was a prime target of the reformers. Why did they fail to correct this problem?

   e) In 1900 the tactics employed by the more radical industrial unions to secure their demands failed. Why?

   f) Is there any relationship between their tactics and goals, and those of American radicals today? Explain.

   g) What attitudes were reflected in America's imperialist policies at the turn of the century?

   h) Is there any relationship between the American imperialism in 1900 and the so-called imperialism of our own government? Explain.

   i) Are there any correlations between American domestic problems in 1900 and those today? Explain.

   j) There seems to be a marked tendency for young rapidly developing nations to push such problems as conservation, urban planning, and poverty aside for later solution. Why?

Test No. I Unit: Development of Our National Heritage

Topic: Colonial America and Democracy in America

Identify the following terms:

Triangular Trade

Puritans

Patriotism

Armada

Salutary Neglect

Complete the following sentences

The tehory of _____ held that a nation's strenght was measured by the amount of gold and silver at its command. _____ servants sold their labor for a period of four to seven years in exchange for passage to America. Puritans that wanted to break with the Anglican Church were called _____ The Middle Atlantic colonies were called _____. In the Southern colonies the upper class was called _____. Two of the religious groups that lived in the Middle Atlantic colonies were the _____ and _____. The _____ was an advisory board that listened to colonial complaints. All the colonial legisla tures were _____ except for Pennsylvania. The legislative body of the British government is known as the _____.

In the space before each statement write the letter that indicates the best answer

____Under which monarchs did England grow politically and economically stronger during colonial days?
a.Tudors
b. Windsors
c. Stuarts

____What economic conditions led to the enclosure movement in England?
a.Crop failure
b.Increase demand for wool
c.Farmer unemployment

____What motive was the most compeling in prompting England to colonize North America,
a. Economic
b.Political
c. Religious

___The French and Indian War lasted from
a.1702-1713
b.1744-1748
c.1754-1763

___Who established the first settlement in Connecticut
a.Thomas Hooker
b.John Wheelright
c.Roger Williams

___Who was the first administrator of the Dominion of New England
a.Edmund ANdros
b.Richard Saunders
c.John Winthrop

___The Paxton Boys organized the fight against
a.Salutary Neglect
b.Berkeley's Administration
c.Indian attacks in Pennsylvania

___The most influential religious group in South Carolina were the
a.Anglicans
bCongregationalists
c.Catholics

___The Acts of Fraud were issued to
a.Prevent wrongful imprinsonment
b.Protect retail traders
c.Profit England from the provisions of the Navigation Acts

___The following collge was founded by the Dutch Reformed Church in 1766
a.Queen's College
b.King's College
c.Princeton College

Write T or F before each staement to indicate whether the statement in True or False

___ The Confederation of the United Colonies was established to defend against indian attacks
___ England's West Indies were not financially profitable for the mother country
___ Many colonists left Massachusetts for religous reasons
___ The Albany plan was developed as a symbol of colonial unity
___ Slavery in the West Indies was essentially to benefit the cotton industry
___ The main objective of the Navigation Acts was to combat Dutch competition
___ New England had fewer slaves that other colonies
___ The British restricted colonial economic activity in the interest of the entire empire
___ Many of the Navigation and Trade acts actually helped colonial economy
___ By 1763 the North American colonies were essentially self-governing

Test No. 2 Unit: Development of Our National Heritage

Topic: Birth of a Nation

Identify the following terms

Mercenaries

Stamp Act

Boston Tea Party

Tories

Preamble

Complete the following sentences

The East India Compant had a _____ on colonial tea trade. A _____ on refusal to import British goods into the colonies was an effective method to oppose the Stamp Act. Colonists organized into armed armed groups called _____. Most of these groups were ready to fight with almost no notice at all, that is why they were called _____. Thomas Paine's pamphlet _____ struck the fire in the American colonists. _____ was one of the most important European allies. The British hired mercenaries were called _____. The first two encounters between the British and the colonial militiamen were at _____ and _____. The Treaty of _____ ended the American Revolution.

Match the following terms with the correct answer

1. Controlled the seas during the war
2. Americans loyal to England
3. Led the indians on the warpath in 1763
4. Wrote Common Sense
5. Author of the Declaration of Independence
6. Prime Minister of England in 1763
7. Winter headquarters of Washington in 1777
8. Spain recovered at the end of the American Revolution
9. American Representative at the Paris Treaty
10. Psychological victories for the Americans in1776-77

___Benjamin Franklin
___Thomas Paine
___Florida
___Trenton and Princeton
___George Grenville
___Thomas Jefferson
___Pontiac
___Valley Forge
___Tories
___British

Shorth Essay questions

1. Why was the Cumberland Gap important?
2. What were some of the American Navy's important activities during the war?
3. Why was the 1st Amendment to the Constitution so important?

Match the following terms with the statements to the right

1. Pennsylvania
2. Jefferson
3. Antifederalist
4. John Fenno
5. 1789
6. Republican Party
7. John Adams
8. James Madison
9. Thomas Jefferson
10. Democratic Party

____Wrote the Virginia Resolution
____Present day party traces its origin to Jeffersons Republicans
____The French Revolution began
____The Whiskey Rebellion took plane here
____Advocated strict construction of the constitution
____Political PArty that Jefferson led
____Political party that refused to support Jay's Treaty
____Publisehd the Gazette of the United States
____Was elected presidetn in 1796
____Was elected president in 1800

Test No. 1 Unit: Internal Crises and Turmoil

Topic: Birth of Political Parties

Identify the following terms

Whiskey Rebellion

Lame Duck

Greenbacks

Direct Primary

Copperheads

New Nationalism

Sweatshops

Civil Service

Muckraker

Granger Laws

Essay questions

1. Trace the development of our modern political Democratic and Republican parties to their origins
2. Explain the relationship between political regionalism and the birth of the Populist and Alliance Parties
3. In recent years Third Party movements have had a great deal of influence on American politics. Give examples of third political party influence or candidates in the last 12 years

Test No. 2 Unit: Internal Crises and Turmoil

Topic: Civil War and Reconstruction

Identify the following terms

Cotton Gin

Forty niners

Grandfather clause

Nativists

Impeachment

Complete the following sentences

Harriet Tubman guided more than 300 slaves to freedom via the _____ _____. Left wing supporters in the State of New Yrok were called _____. The use of the _____ gun was responsible for the large increase of casualties during the Civil War. Opposition to military registration in 1863 led to _____ in New Yrok city. The federal government began to borrow money through the sale of _____. The President of the U.S. has the choice to let a bill become law by using the _____veto. _____ were passed by southern legislatures to deny blacks the equality under the law. Many blackc had to pay _____ in order to be allowed to vote. Southerners sympathetic to the Union were known as_____ The _____ was organized mainly to intimidate blacks.

Match the following events with the appropriate dates

1. 1831	___Election of Lincoln
2. 1846	___Unlce Tom's Cabin
3. 1848	___Election of Buchanan
4. 1852	___Attack on Fort Sumter
5. 1854	___Kansas-Nebraska Act
6. 1856	___Turner's Insurrection
7. 1857	___Gold disvovered in California
8. 1859	___Wilmot Proviso
9. 1860	___Dred Scott vs. Sandford
10.1861	___John Brown's Raid

Short Essay questions

1. Why was the Compromise of 1850 so important?
2. How did the cotton gin affect the economy of the south?
3. How did the improvement of transportation help the North?
4. What conditions hindered the economic reconstruction of the South?

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Test No. 3 Unit: Internal Crises and Turmoil

Topic: Immigration and Nativism

Complete the following sentences

The number of births per year per 1,000 persons is known as _____. Federal officials developed an _____ system to conquer the spread of communicable diseases. During the 19th century the United States was very liberal in its immigration polices and allowed many europeans into the country because it needed_____ to develop its vast resources. _____ labor was also developed to attract skilled workers into the country. Each group of immigrants brought their customs, ideas and culture, thus contributing something to America's _____. Immigrants tended to congregate in small communities of their own called _____. The Exclusion Act of 1882 suspended _____ immigration for ten years. The U.S. government began to establish _____ to control the influx of immigrants. In 1870 the Jim Crow laws appeared denying _____ equal rights. One of the most important tasks was to lower the _____ rate among the new immigrants.

Write T or F before each ~~xxx~~ sentence indicating whether the statement is true or false

____During the early 20th century architects began to favor simple and functional style of private dwellings to accommodate the growing population

____American artists did not turn to Europeans for training and inspiration

____City life was more complicated than on the farm

____During most of the 19th century, U.S. immigration policy was very liberal

____The flood of people moving from the rural areas into urban centers was well-organized and planned

____William James believed that mad had some free will and that his actions were not governed by absolute natural laws

____During the latter part of the 19th century, men's lives were afflected far more than women's lives by changes made in the social order

____Poverty and juvenile delinquency were problems direclt related to the increase in the urban population

____As cities grew, municipal governments rushed to provide better care for its citizens

____Medical discoveries increased the life span of the entire population

In the space before each question or statement write the letter which indicates the correct answer

____A convenient date to use to divide the old from the new immigration is
a.1870
b.1890
c.1910

____The first federal legislation to restrcit immigration was directed at the:
a. Japanese
b. Chinese
c. Russians

____The first Jim Crow law denying blacks equal rights was passed in:
a.1865
b.1870
c. 1875

_____Who was the author of Up From Slavery?
a. Booker T. Washington
b. W.E.B. DuBois
c. Frederick Douglass

____ The population center of the United States today is in:
a. Ohio
b.Indiana
c.Illinois

____Who was the author of Looking Backwards?
a. Henry George
b. Henry W. Beecher
c. Edward Bellamy

____ The process of assimilation into American society was called
a. immunization
b. illiteracy
c. americanization

____The largest immigration group during the 1950"s originated from
a. South AMerica
b. EasternEurope
c. England

____ Illegal immigration into the United States is led from
a. Canada
b. Mexico
c. Haiti

____ The largest single gropu of immigrant from Latin AMerica into the United States is?
a. Mexicans
b. Cubans
c. Argentinians

Test No. 4 Unit: Internal Crises and Turmoil

Topic: Great Depression and the New Deal

Identify the following terms

Bootlegging

TVA

Teapot Dome Scandal

Ohio Gang

NRA

Match the following events with the date in which the occurred

1. Nineteenth Amendment passed	___	1938
2. Scopes evolution trial	___	1929
3. Flight of Charles Lindbergh	___	1935
4. Stock Market crash	___	1933
5. Kellogg-Briand Act	___	1920
6. 20th and 21st Amendments passed	___	1925
7. Social Security Act passed	___	1937
8. Reform of Federal courts	___	1928
9. Fair Labor Standard Act passed	___	1927
10. Beginning of the One Hundred Days	___	1933

Write T or F before each statement to indicate whether they are True or False

___ By 1932 most Americans agreed that the government should take drastic steps to end depression
___ The New Deal was designed to provide for relief, recovery and reform
___ Conservative oppostion to the New Deal did not develop until after 1934
___ The United States took an active part in World affairs in the early 1930's
___ FDR's new policies did not encounter opposition at the beginning
___ Some European countries had already some form of Social Security programs before the United States adopted one in 1935
___ The AAA was succesful in cutting farm production
___ FDR's New Deal of 1936 received stronger support that his firs New Deal
___ The US Supreme Court has always followed a broad interpretation of the Constitution when it dealt with econmmic matters
___ Some of the New Deal policies and issues raised some questions for future success

Essay question

In order to bring the country out of the depression, Franklin D. Roosevelt, launched his now famous New Deal. The first part took place during the period of 1933 to 1936 and the second from 1935 to 1939. Outline the main ides and issues of each one, and explain how they helped to end the great depression.

Test No. 5 Unit: Internal Crises and Turmoil

Topic: Recent Unrest

Identify the following terms

Discrimination

Prejudice

Peace Corps

Generation Gap

Medicare

Match the items in column A with those in column B

A	B
1. 1964	___Nixon visits China
2. 1967	___21st Amendment passed
3. 1969	___Tonkin Gulf Resolution
4. 1971	___Arab-Israeli War
5. 1972	___Lunar landing by Apollo II
6. US begins to withdraw trrops from VietNam	___1968
7. US destroyers attacked by North VietNam boats	___1974
8. Blockade of of Hanoi Harbor	___1964
9. 70%	___Demands from American minority groups
10. Black Independence and equality	___Urban population of the United States in 1970

Short essay questions

1. In 1964 Congress passed the Civil Rights Act. Briefly outline the major points of this piece of legislature and how did it propose to solve some of the problems faced by black Americans in the 1960's.

2. What were some of the major urban problems facing American society during the 1960' and 1970's. Explain them

3. Explain how did the Watergate Scandal change the course of American politics.

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Test No. 1 Unit: Industrial Development of the United States

Topic: Colonial Economy and Industry

Complete the following sentences.

The Middle Atlantic colonies became known as the _____ because of their grain abundance. Because of the tides sweeping up the rivers, the coastal plains in the south became known as _____. _____ were used to build and repair wooden ships. _____ in New England and Virginia enabled colonists to produce good quality iron. _____ and _____ were two of New England's most important industries. _____ was the main occupation in the frontier. Blacks sold into _____ worked without reward from their masters. Southern colonies traded predominantly with England and exported _____ and _____.

Identify the following terms.

Anglican

Congregationalist

The Fallams

Molasses Act

Boston News-Letter

Write T or F before each number indicating whether the statement is true or false.

___ The primary objective of the first Navigation Act was to cripple Dutch competition

___ The Middle Atlnatic colonies were least influenced by English religious groups

___ New England had fewer slaves than the other colonies largely because moral objections to slavery

___ Britain restricted colonial economic activity in the interest of the British Empire as a whole

___ Because of the leveling influence of the frontier no social classes existed in colonial America

___ Some of the Navigation and Trade acts helped the colonial economy

___ By 1763 the colonies were essentitally self-governing

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___Because of hard living conditions there was little family life in the colonies in New England

___Slavery increased quickly in the American colonies in the fifty years after 1619

___Rice and indigo were two of the main products on the southern colonies

In the space before each question or statement write the letter which indicates the correct answer

___ Which of the following names is best associated with the colonial whaling industry?
a. Benjamin Franklin
b. Andrew Hamilton
c. Christopher Hussey

___A shoemaking center in colonial America was:
a. GErmantown, Pennsylvania
b. Lynn, Massachusetts
c. Charleston, South Carolina

___John Peter Benger's dufense lawyer was:
a. Alexander Hamilton
b. Andrew Hamilton
c. William Cosby

___ The Iron Act of 1750
a. Banned colonial imports of finished iron products
b. Encouraged colonial exports of bar and pig iron
c. Discouraged colonial export of bar and pig iron

___Which of the following men administered the Dominion of New England?
a. Sir Edmund Andros
b. Richard Saunders
c. John Winthrop

___The Paxton Boys fought against
a. Salutary neglect
b. William Berkeley's administration
c. Indians of the frontier in Pennsylvania

___The Acts of Fraud:
a. Prevented wrongful imprisonment
b. Protected retail traders
c. Stipulated that only ships built in England or the colonies could profit from the provisions of the Navigation Act of 1660

___Which of the following churches was the most influential in colonial South Carolina?
a. Anglican
b. Congregationalist
c. Roman Catholic

___ Which college was founded in 1776 by Dutch Reformed Church?
a. Queen's College
b. King's College
c. Princeton College

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Which was the largest colonial city?
a. New York
b. Charleston
c. Philadelphia

Test No. 2 Unit: Industrial Development in the United States

Topic: Development of Transportation and Communication

Identify the following terms

Packet ship

Big Four

Pony Express

Promontory, Utah

Highway Act

Match the following items with the correct answer

1. Lancaster Turnpike
2. Erie Canal
3. Samuel F.B. Morse
4. George Westinghouse
5. Theodore Judah
6. James Hill
7. John P. Morgan
8. Central Pacific and Union Pacific
9. Karl F. Benz
10. Kitty Hawk, NC. 1903

_____Reorganized the Erie Railroad
_____Invented the telegraph
___NAme the Empire Builder
___Invented 1st gasoline power car
___First successful flight
___Joined trakcs to complete the 1st transcontinental railroad
___Initiated the turnpike era
___Invented the air-brake
___Favored the passage of the Pacific Railway Act of 1862
___Launched the ear of the water trasnportation in hte US

Essay Questions

1. Explain the devlppment of canals, and how did they help develop American commerce and industry

2. How did the steam power engine help to improve trasnportation in the US

3. WEy did the federal government saw it necessary to further develop Railroad expansion after the Civil War?

Test No. 3 Unit: Industrial Development in the United States

Topic: American Industrial Revolution and the Rise of Labor and Labor Unions

Identify the following terms

Laissez-faire

Philanthropy

Automation

Social Darwinism

Mass Production

Cellective bargaining

Boycott

Strike

Cooperatives

Child Labor Laws

Match the items in column A with those in column B

1. Samuel Slater	___What is a holding company
2. Elias Howe	___Dissolved Standard Oil Trust
3. Eli Whitney	___Invented the sewing machine
4. Bituminous	___A company allows people to invest in their holdings
5. A corporations that owns stocks in other corporations.	___Formed the US Steel Corporation
6. J. P. Morgan	___Introduce interchangeable parts
7. Charles Darwin	___Founded Americans cotton spinning industr
8. By selling stocks	___Type of coal important for industry
9. New Jersey	___Wrote Origin of the Species
10. Ohio	___First State to allow holding companies

Essay Question

Trace the history of the American Federation of Labor and how it became one of the most powerful unions in the United States

Test No. 1 Unit: United States Foreign Policy

Topic: Foreign Policy 1776-1860

Identify the following terms

Presidios

Annexation

Manifest Destiny

National Domain

Gadsden Purchase

Short essay questions

1. Explain how did the United States adquired the Louisiana Territory. Why was New Orleans so important for the western territories?
2. Cutline the three key points of the Monroe Doctrine
3. Explain how did the United States government arrive at the decision of the Annexation of Texas and the reasons why it led to the Mexican American War
4. Explain the economic and political importance of the Oregon Territory

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Test No. 2 Unit: United States Foreign Policy

Topic: Foreign Policy 1860-1914

Identify the following terms

Most-Favored Nation

Imperialism

Sphere of Influence

Dollar Diplomacy

Seward's Folly

Short Essay questions

1. Why were the Purchase of Alaska and the annexation of Hawaii so important for United States foreign policy?
2. How did England and France become involved in the United State Civil War?
3. Why was the Platt Amendment considered an imperialistic policy on the part of the United States?
4. Explain the United States involvement in the building of the Panama Canal